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MEMOIR ON THE STATISTICS

OF

INDIGENOUS EDUCATION

WITHIN THE

NORTH WESTERN PROVINCES

OF THE

BENGAL PRESIDENCY.

COMPILED FROM OFFICIAL DOCUMENTS

UNDER ORDERS OF THE HON'BLE THE LIEUTENANT-GOVERNOR

OF THE NORTH-WESTERN PROVINCES.

BY

R. THORNTON, Esq. B. C. S.

ASSISTANT SECRETARY TO THE GOVERNMENT.

CALCUTTA:

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1850.

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ERRATA.

Page 7	line 6	before "The attention" insert 1.
7	14	before "In 1845" insert 2.
12	1	before "Instructions" insert 3.
16	1	before "Circular" insert 4.
20	21	Table I. and cols. 3 and 4 opposite to Goruckpore for 15-714 read 15714.
		Ditto ditto opposite the last total for 641-13637 read 29262.
28	6	for "Arthimetic" read "Arithmetic."
39	17	for "Persian School" read "Persian Schools."
50	11	for "Rohungurs" read Roshungurs."
53	28	for "Madho Scindeah" read "Madho rao Scindeah."
55	3	for "70 16 88" read "7,01,688."
71	17	for "Pergunuah" read "Pergunnah."
90	12	for "Renumeration" read "Remuneration."
105	14	dele "*"
105	33	for "Size of acres" read "size of 10 acres."

PREFACE.

MUCH of the matter contained in the following work, has already appeared in the appendices to the educational Reports for the years 1846, 1847 and 1848. These papers have now been revised, and printed in a collected and more convenient form, with the view of placing upon record all the information, as yet obtained on so interesting a subject. The tables have at the same time been recast, and adapted to the more correct Statistical information of which we are now possessed.

The difficulties encountered in the acquisition of this knowledge have been great. Among an ignorant and suspicious people, the enquiry had to be carried on over so large a surface as almost precluded strict supervision, while the fluctuating nature and extent of the schools, and the dislike entertained by the people to all enquiries into their domestic life, rendered it difficult to test the correctness of the returns or to ascertain the extent to which domestic instruction prevailed.

Much therefore has been left to the conjecture of the officers conducting these enquiries, and even where the best endeavours have been made to secure accuracy, the fidelity of the returns will in some points appear questionable.

The Statistical knowledge of the country is as yet in its infancy, and if the present work prove useful as a basis on which to found more extended and accurate research, it will have answered the purpose for which it is designed.

However inaccurate they may be in their details, these reports, establish beyond a doubt the extreme depression of the general education of the country, and the urgent necessity for the adoption of measures, which may not only extend, but raise the standard of, the present system of village instruction.

Out of a population, which numbered in 1848 23,200,000 souls, and in which were consequently included more than 1,900,000 males of a school-going age, we can trace but 68,200 as in the receipt of any education whatever.

In Prussia nine-tenths of *this portion* of the population is stated to be under instruction. In Russia, the most barbarous of the European monarchies, the proportion is as one to nine. In India, even with a large allowance for those receiving domestic and private education, it is as one to twenty-five. Low, however, as this proportion is, it is only when considered in connexion with the degree of information imparted, that it conveys any idea of the extent of the deficiency to be supplied.

Nearly one-half of the scholars of every description belong to the Hindee Schools; and in these, with scarcely an exception, little deserving the name of education can be found. That they may learn to read, write, and keep a few simple accounts, is all

that the parents demand for their children, and all that the master is competent to teach—no books or literary productions of any kind are read; and, as far as they affect the intelligence and the moral sentiments of the people, these schools would appear to be at the best harmless.

Their faults however are those of omission not of commission. The system is bad not because what is taught should not continue to be taught, but because much must be added to it to make it of any real value; and it can hardly be doubted, but that it is this class of schools, ill-remunerated, uncertain in their duration, and narrow in their scope as they at present are, to which we must look for the basis of any improved system of education for the people.

Throughout the Persian and Sanskrit schools, superior as they are to those of Hindee in the exercise they afford the intellectual faculties, and the information imparted in them, there appears to exist a disinclination to admit of any interference. Whether this feeling arise from religious sentiment, or from a reluctance to admit that there can be any knowledge worth acquiring, which has not been already treated of by their own scientific and learned men, it is obvious that it must act with injurious effect on any plan for the gradual introduction of European knowledge and morality among the people. As a general rule both masters and scholars are wanting in the first requisite for improvement—the knowledge of their own deficiencies.

In the Hindee schools on the contrary there is found every

wish to accept of and profit by assistance. The masters are generally conscious of their inferiority and desirous of instruction; the language is that of the mass of the people, and if there be once aroused among these a desire for knowledge, there will then be little difficulty in introducing the study of those books and subjects, which may be deemed most beneficial. The degree to which this may be effected must depend almost entirely on the exertions of the local officers, and the amount of attention which they are willing to devote to a subject, uninviting perhaps at the first glance, but most important when considered as the means, by which alone the masses of this country can be raised from their present state of mental degradation; and it is with the hope of exciting this interest, and promoting these endeavours, that these reports are re-issued in their present form.

MEMOIR ON THE STATISTICS

OF

INDIGENOUS EDUCATION

IN THE

NORTH WESTERN PROVINCES.

THE attention of the Government of the North-western Provinces, having been drawn to the depressed state of the general education of the people, and the urgent demand for more extended and systematic efforts for its encouragement, it appeared necessary, as a first step to this end, to ascertain what the people had done or were doing for themselves, what proportion of them received any instruction at all, and what the value or extent of that instruction might be.

In 1845 the following circulars were accordingly addressed to all Collectors of land revenue, and through them to all the Tehseeldars of their several districts.

CIRCULAR

FROM

J. THORNTON, ESQUIRE,

Secretary to Government N. W. P.

To

THE COLLECTOR AND MAGISTRATE.

SIR,

The Lieutenant-Governor is desirous to draw your attention to the subject of Vernacular Education in the district entrusted to your charge.

2. It is generally admitted that the standard of education amongst the people is very low. At the same time causes are now at work, which tend rapidly to raise the standard, and improve the intellectual state of the whole population.

3. The people of Hindoostan are essentially an agricultural people. Any thing which concerns their land, immediately rivets their attention and excites their interest.

4. During the late settlement a measurement has been made and a map drawn of every field in these Provinces, and a record formed of every right attaching to the field. The Putwarree's papers based on this settlement, constitute an Annual Registry of these rights, and are regularly filed in the Collector's Office. They are compiled on an uniform system, and are the acknowledged groundwork of all judicial orders regarding rights in land.

5. It is important for his own protection, that every one possessing any interest in the land, should be so far acquainted with the principles on which these papers are compiled, as to be able to satisfy himself that the entries affecting himself are correct.

6. There is thus a direct and powerful inducement to the mind of almost every individual to acquire so much of reading, writing, arithmetic and mensuration, as may suffice for the protection of his rights. Until this knowledge be universal, it is vain to hope that any great degree of accuracy can be attained in the preparation of the papers.

7. When the mind of the whole people has thus been raised to a sense of the importance of knowledge, it is natural to suppose that many from the mass will advance further, and cultivate literature for the higher rewards it offers, or even for the pleasure which its acquisition occasions.

8. You will hence perceive that it is your duty with reference to the great interests immediately entrusted to your care, to do all in your power to promote the education of the people.

9. The means for this purpose are at hand in the indigenous schools, which are scattered over the face of the country. Their number may not at present be large, and the instruction conveyed in them is known to be rude and elementary. But their numbers may be increased, and the instruction conveyed in them may be improved.

10. In this, as in all other operations, it is most important to carry the people with you, and to aid their efforts, rather than remove from them the stimulus to exertion, by making all the effort yourself. Judicious encouragement on your part will promote the formation of village schools, and enlist on your side in the work of education, the persons whom the people themselves may select as their teachers, and support for that purpose. It is not unreasonable to expect that before long the village school-master will be recognized a servant of the community, as any other of the servants, whose remuneration is now borne amongst the authorized village charges.

11. These school-masters may be encouraged by kindly notice, and by occasional rewards to the most deserving of themselves or of their scholars. They may be aided by the distribution of printed and lithographed books.

12. A series of village school-books is now in course of preparation, and will shortly be circulated. They will be short, very elementary, and strictly on the system now followed in all native schools. The series will contain instructions in mensuration according to the native method, and explanations of the form and object of the Putwarrees' papers.

13. When these books are circulated, you will also be ap-

prized of other measures, which will be organized for the Superintendence of village schools, much on the plan recommended by Mr. W. Adam, in his Third Report on the state of education in Bengal, furnished to the Government in the year 1838.

14. In the mean time it is necessary that you apply yourself without further delay to the collection of statistical details, regarding the actual state of education in your district. This enquiry should embrace education in all its branches, the lowest and the highest.

15. It is important that the information should be furnished in a uniform manner. For this purpose 3 copies of a reprint of so much of Mr. Adam's Third Report, as shows his plan of arranging the statistics of the districts he visited, is forwarded for your information, and for distribution to your subordinates. Your report will be drawn up as nearly as may be convenient on this model, but you will consider the district as divided into Pergunnahs rather than into Thannahs, which are the local sub-divisions of a district best known in Bengal. I am further desired to furnish you with the following instructions as to the method in which the information may be collected.

16. The revenue officers of the Government are the persons, whom you will naturally employ as your Agents. Directions for the guidance of the Tehsildars have been compiled, as well as a translation of so much of Mr. Adam's report as will apprize them of the object in view, and several copies are herewith forwarded to you for distribution.

17. You will first draw up in your own Office for each Pergunnah a return of the form annexed, filling in from the settlement records, the names of all the Mouzahs, arranged according to the Persian Alphabet, their Jummah, and Population. Where there are no schools in a Mouzah, the line assigned to that Mouzah will remain blank; where there are more schools

than can be conveniently shown in the allotted space, the detail will be separately given in a supplemental return, to which reference will be made on the face of the statement.

18. It is essential that every Mouzah be entered in the statement, in order that no one be overlooked.

19. When you receive back the statements from the Tehsildars, you will not adopt them, till you are quite satisfied of their correctness. You will easily test them by independent enquiries made by any trust-worthy person in your office, regarding several entries taken at random throughout the whole. During the frequent visits to the several parts of your District, made by yourself or your subordinates, you will ascertain the accuracy of the returns by personal enquiries. It is impossible that, with ordinary care your return should be otherwise than correct.

20. The Lieutenant-Governor will feel gratified by any remarks or suggestions which you may make on the subject and when you furnish the report.

I have the honor to be,
Sir,
Your most obdt. Servant,
(Signed) J. THORNTON,
Secy. to the Government, N. W. P.

General Department, Agra, the 1845.

INSTRUCTIONS TO TEHSILDARS.

1. The Government is desirous to receive from you a return of the number of Schools in your Tehsildaree.

2. The object of the enquiry is to promote the formation of these Schools, and improve the education given in them, so that the Zemindars and Ryuts may be able to read and write, and understand the Putwarrees' papers, and see that they are accurately drawn up.

3. The Government does not intend to establish schools of its own, but it intends to help the people in establishing schools for themselves.

4. You will hereafter be informed in what way help will be given; at present the Government wishes to know how many schools there are in your Tehsildaree, what is taught in those schools, and how the Teachers are remunerated.

5. A form is sent to you in which you will enter the required information, under the several heads; you will observe, that a single line is allotted to every village in your Jurisdiction, if the village contains no schools, you will leave the line blank; if it contains more schools than there is room for, you will enter the details in a separate supplemental return, and make a reference to that return on the face of the statement.

6. A translation is annexed of the report furnished to the Government of Bengal by Mr. Adam, regarding the state of Education in Zillah Beerbhoom. A similar report for the whole district will be drawn up by the Collector from the returns of the several Tehsildars. If you feel disposed to draw up yourself a report in that form for your own Tehsildaree, it will be better. The facts regarding each Pergunnah should be

noted separate, without regard to the division of the district into Thannahs.

7. You will Collect the information requisite to fill up the entries through the Pergunnah Canoongoes and Village Putwarrees, testing it in every available manner, but you will be careful not to harass the people by summoning them to answer on the subject: it is better you should take a little longer time in completing the return, than that you should give the people any annoyance in preparing it; you will spare no pains in ensuring its accuracy.

8. The entries in the several columns of the annexed specimen form will explain to you, how they should be filled up.

(Signed) J. THORNTON,
Secy. to the Government, N. W. P.

Table Showing the State of the Indigenous Schools in the District of ——— in the month of ——— 184—.

☞ Entries filled in by way of Exemplification.

Name of Village or Town.	Name and Caste of Teachers	Age of Teachers.	Period engaged in teaching.	Situation of School House.	Total No. of Scholars found present.	Scholars distributed into castes.						No. of scholars absent.	Average age of Scholars.			Monthly income by teaching.	Books and Subjects at present taught.	Remarks.
						Mahomedans	Brahmins.	Rajpoots.	Kayeths.	Bunyas.	Other castes than these.		At entrance.	At present.	At leaving.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
I.—Persian Schools.																		
No. 1.—City of Agra.																		
Nowbasta.	Gulab Khan.	26	2.5	In the house of Sohun Lall Abkaree Daroga.	17	10	0	6	0	1	0	0	10.41	12.41	15.29	2 Rupees and daily food from the Daroga, & 2 more from his other pupils.	Gulistan, Bostan, Buhar Danish, Sikundernama, Abulfuzl Madho Ram.	Three of these boys learn English and Urdu in the College.
				Total No. in the city, ...	739	352	38	15	265	37	32	21						
No. 2.—Pergunnah Ferozabad.																		
Ferozabad.	Imamally.	60	30	In his own house.....	58	31	10	2	12	0	3	6	8.16	9.18	11.78	3 Rupees a month and daily food from one person's children, and 4 rupees from the others.	Bostan, Gulistan Insha Khulifa, Abulfazl, Sikundernama.	
				Total No. in the Pergunnah.	184	71	19	4	65	19	6	13						
				Total No. in the District. ..	1426	537	70	42	619	97	*61	79						

II.—Hindee Schools.

No. 1.—City of Agra.

Raja Mundy.	Incharam Brahmin	31	2	In his own house.....	23	0	9	0	0	8	6	8	9	10	14.14	Nothing from the Scholars, supports himself by writing Almanacs.	Arithmetical Tables, Hindee Grammar, Primer, Rajniti.	This man was educated in the College.
				Total No. in the City.....	327	1	117	49	8	124	28	20						

No. 2.— Pergunnah Ferozabad.

Jowdharee.	Krishn Bullub Brahmin	21	5	In a Temple.	13	2	2	8	0	0	1	11	10.38	11	14.15	Rupees 7¼ by fees varying from 2 to 8 as.	Arithmetical Table, simple rules, by the English method Primer, Rajniti.	
				Total No. of Hindee Scholars in the Pergunnah.	198	12	51	26	15	86	8	43						
				Total No. of Hindee Scholars in the District.	2025	55	770	214	56	857	*73	71						
				Grand Total of Children under instruction in the District.....	3451	592	840	256	675	954	134	150						

☞ Entries filled in by way of Exemplification.

(Signed) J. Thornton,

Secy. to Govt. N. W. P.

* Specify in the form of a note the Sub-divisions of Castes included in column 12, thus, of these 61 boys, 17 are Soonars, 12 Barhyes, 8 malís, and so on.

CIRCULAR.

To

THE COLLECTOR OF

SIR,

1. With reference to Para. 12, of the printed Circular of 9th June last, I am desired to forward to you, 6 copies of the Oordoo Series of Books for the Indigenous schools.

2. The Series consists of the following works, the prices of which are attached. Lithographed copies of letters, words, &c. and Arithmetical tables, 1 pice each, or 2 annas the set of 12, or 1 Rupee a hundred.

No. I.—Letters, words, and forms, such as are commonly taught in village schools, and are of frequent use in village transactions, pp. 17, 1 anna.

No. II.—The elements of Arithmetic according to the native method, pp. 38, 3 annas.

No. III.—Mensuration, according to the Native method in these Provinces, pp. 22, 3 annas.

No. IV.—The forms of Putwarree's Papers, with explanations of the object of each, and the mode of preparing them pp. 52, 4 annas.

3. A similar series in Hindee is now in the Press, and will be hereafter circulated in the same manner, as this series.

4. These books have been prepared by Rai Ram Surrun Dass, the Deputy Collector of Delhi, under the direction of the Government. You will observe that they are strictly elementary. The two first books give, in the way familiar to natives, the instruction now conveyed orally, or by writing in native schools. But the present instruction wants uniformity, and accuracy, which it is hoped these books will supply. The third and fourth books embrace subjects not at present ordinarily taught in native schools, but they address themselves

to the wants of the agricultural classes, and are designed to afford an object and practical direction to the school teaching. Abundant proof is daily furnished of the great want that exists even of this elementary instruction.

5. Out of 1359 villages in Agra, there are schools only in 72. Out of a population of 645,070 only 2,831 are under tuition.

6. In Goruckpore, containing 15,714 villages, there are only 322 schools, and out of a population of 2,386,831 only 3092 are said to be under tuition. There is every reason to believe that in other parts of the country the means of instruction are equally scanty.

7. Assuming boys from the commencement of their 5th to the end of their 14th year to be of an age best adapted for receiving instruction, it is calculated that, in the Lower Provinces, the percentage of such boys now receiving instruction varies from 32 in Bengal to a little more than 5 in Behar. In Bombay it appears to vary from 7 to 13. In Agra, one of the most *favored* districts in these Provinces, it is only 5½.

8. The ignorance is therefore great and universal, and the necessity for its removal general and pressing. The voluntary efforts of the people are the only means, which can be looked to for the remedy. The Government is most likely to succeed by endeavouring to rouse them to a sense of their wants, and by offering them encouragement and assistance in supplying these wants.

9. You will receive with this letter packets of the series for each of your Tehsildars, with further instructions for their guidance. You will lose no time in distributing these packets, and in adding the weight of your own personal influence to the exhortations of the Government in furtherance of the plan.

10. It is not desirable that pecuniary inducements be held out to the people by the Government for the formation of schools. No funds now at the disposal of the Government would admit of general disbursements of this nature; and it is otherwise most desirable that the people should be led to acquire the knowledge for its evident value to themselves, rather than for any immediate pecuniary reward it may bring them. If rewards are given, they should be given to the masters and not to the pupils. At the same time, if any public officers or other residents in the district are peculiarly active and successful in the establishment of schools, you will be ready yourself to commend and reward them in any suitable way; and you will not fail to bring to the notice of the Government those whom you think deserving of marked encouragement.

11. It is better that the books, which may be wanted over and above those, which are now furnished to you gratuitously, should be purchased rather than given away. They will be more valued, and better cared for. If, however, you are desirous of affording some direct help towards the establishment of schools, a grant of books will be made you, and you will be at liberty either to give them away, where you think they will be prized, or you may sell them and devote the proceeds to the rewarding of deserving Masters, or building of school houses or similar objects. The Curator of school books at Agra will always supply you with copies of the books for sale. You will use your constant endeavour to promote the sale, and to procure books for those who are desirous to purchase them.

I have the honor to be,

Sir,

Your most Obdt. Servant,

(Signed) J. THORNTON,

Secretary to Government, N. W. P.

General Department, Agra, the 1845.

DIRECTIONS TO TEHSILDARS.

5.—1. With reference to Para. 4 of the former Directions of 9th June last, three copies of the following series of school books in Oordoo, are now forwarded to you.

Copies and Tables, price each 1 pice or 2 annas the set, or 1 Rupee the 100.

No. I.—Letters and words, price per copy, ...	Anna	1
No. II.—Arithmetic,.		3
No. III.—Mensuration,.....		3
No. IV.—Putwarree's Papers, ...		4

2. You are requested to make these books generally known within the limits of your Tehsildaree, by shewing them to all who may come to you, by lending them out, and by permitting persons to copy them.

3. You will assist persons who may wish to purchase such books, by forwarding their applications to the Collector, and making yourself the medium for supplying the want.

4. You will explain to all Zemindars and Putwarrees who may resort to your Cutcherry, as well as to all wealthy and influential persons within your Jurisdiction, the importance of acquiring a knowledge of the contents of these books and of teaching them to their children. You will encourage them to establish schools amongst themselves, and will help them to find good teachers if they desire it. When you visit the different villages in your district, you will make enquiry about the schools, ascertain the capacity of the school-master, and give him such advice or encouragement as you may find necessary.

5. You will direct the Pergunnah Canoongoes to give their aid in this work.

6. You will understand that you are on no account to use any force or compulsion in your attempts, either to multiply schools or otherwise to instruct the people. The Government are most desirous that the effort should be made by the people themselves. Explanation and persuasion are the means you will employ, and there can be little doubt, that these judiciously and conscientiously brought into use will in due time awaken the people to a proper sense of their true interest.

7. A similar series of Elementary books in Hindi is now in the Press, and will shortly be forwarded to you, in the same manner as the present packet.

(Signed) J. THORNTON,
Secretary to Government, N. W. P.
General Department, Agra, the 1845.

6.—Since the issuing of these Circulars, Reports have been received from all the districts of the North-Western Provinces. The present Memoir is compiled in order to make generally accessible whatever information is possessed by Government on so interesting a subject.

The following Tables show in a condensed form the most important of the facts which have been ascertained. The arrangement corresponds with that observed in the Statistical Memoir lately published under the order of the Lieut.-Governor North-Westen Provinces. The returns of population and area have been taken, as therein stated, and the male children fit for instruction have been assumed at (1—12)th of the entire population.

and the

	No. of crimes committed in average of 5 years.	Proportion of crime to every 1000 of the population.
2	704	2.5
0	845	3.7
9	1,150	3.7
1	380	1.3
4	961	2.1
0	4,040	2.6
7	1,087	2.0
6	1,145	2.1
7	1,643	1.9
9	1,434	2.0
2	2,191	2.9
2	7,491	2.2
8	1,244	2.0
0	1,833	1.8
4	2,452	3.0
5	3,674	3.2
0	5,051	2.5
1	11,254	2.6
8	2,293	3.2
0	2,537	3.0
7	1,920	2.2
2	1,179	1.9
9	1,188	2.5
2	9,117	2.6
4	1,678	1.7
4	516	1.0
9	747	1.6
3	1,164	2.1
3	2,391	3.4
4	6,396	2.0
1	2,500	0.4
1	1,861	1.4
9	1,174	1.5
1	2,181	2.6
2	1,530	2.2
6	1,019	1.0
5	10,365	1.6
0	48,663	2.1

District, North Western Provinces.

Average period of pupilage.		Remarks.
Years.	Months.	
12	5*a*	*a* For Persian. For Arabic, 4 Years, 4 Months.
not given		
6	..	
5	..	
7	5	
8	4	
8	6	
7	9	
not given		
not given		
9	6	
not given		
10	4*d*	*d* For Persian. Period for Arabic not given.
9	8	
8	4	
6	6*e*	*e* For Persian there being no Arabic Teachers or Scholars.
..	..	
8	8	
8	10	*g* For Persian there being no Arabic Teacher or Scholars.
8	6*h*	*h* For Persian. For Arabic, 11 Years, 7 Months.
6	.. *i*	*i* For Persian, For Arabic, 14 Years, 4 Months.
9	9	
5	9	
8	4	*k* For Persian there being no Arabic Teachers or Scholars.
..	..	The duration of 44 Schools not ascertained.
..	..	*l* For Persian there being no Arabic Teachers.
not given		*m* Average on 159 Teachers including value of presents.
not given		
not given		*n* For Persian there being no Arabic Teachers.
not given		
10	1	

vinces.

	Remarks.
Pa	ools. For Sanscrit, 11 Years 1 Months.
Hu	
De	hers who receive 60 Rs. per mensem and the Average
Ro	5.
Go	
Seh	
Mo	
Me	
Bo	
All	
Bij	
Mo	
Bu	21 Schools.
Ba	
Sha	
Mu	
Agi	
Fur	school houses.
My	Sanscrit Teachers or Scholars.
Eta	r Sanscrit, 7 Years 3 Months.
Ca	ls. For Sanscrit 4 Rs. 12 as. 7 P. & 6 Yrs. 10 Ms.
Fut	For Sanscrit 6 Rs. 1 a. 6 P. and 11 Years, 10 Ms.
Hu	Situation of Sanscrit schools not given.
Ba	
Alli	
Gor	rn. a For Hindee, there being no Sanscrit schools.
Azi	achers including value of food.
Jou	
Mi	
Ben	
Ghs	

PANIPUT.

7.—The Reports and returns on the state of native education in the Pergunnahs of Sooniput and Paniput were prepared by Mr. Ford the Joint Magistrate, and Mr. Johnson the Deputy Collector respectively, and submitted by Mr. C. Gubbins the Collector, with a letter from himself containing the result of his own enquiries and observations.

The total number of schools in this district was 105, and of these, Persian was taught in 31; Arabic in 15; Hindee in 27; and Sanscrit in 32. There appeared to be no schools in which both Hindee and Sanscrit were taught.

8.—*Persian Schools.*—Seven, nine, and five of these schools were situated in the towns of Paniput, Kurnaul and Sooniput respectively, and the remaining 10 in nine villages; all the teachers excepting two of the Brahmin caste, were Mahomedans; and the number of scholars of the Kayeth caste, who in other districts attend Persian schools in almost as large numbers as Mahommedans, was unusually small. The knowledge imparted appeared to be similar in kind, and equal in extent, to that commonly afforded in other districts.

The number of Arabic schools was 15, all of which, excepting one, were situated in the towns of Paniput, Sooniput, and Kurnaul. In one school were so many as 80 scholars. The only instruction afforded was the formal reading of the Qoran.

9.—*Hindee Schools.*—These schools, 27 in number, were for the most part situated in the country; no more than 8 having been found in the three principal towns. The number of teachers was 28, and of them 16 were Brahmins, 9 Jogees, 2 Swamees, and 1 a Musulman. Commercial accounts were taught in 20 schools; agricultural in 2; and both in 5. From these

last facts it would appear that people in the villages in which these schools were found were chiefly engaged in trade; and this inference seems to receive confirmation from the fact, that so many as 220 out of 309 scholars were of the Bunya caste. A great majority of the scholars of miscellaneous castes were Jâts, yet their number was insignificant in comparison with the Jât population. The few Jâts that could read were, as Mr. Ford observed, in the families of the headmen.

10.—*Sanscrit Schools.*—Of these schools, 5, 2, and 1 were found respectively in the towns of Kurnaul, Paniput, and Sooniput; the remainder, 24 in number, were situated in the country. The number of the teachers was 37 and all of them were Brahmins except two, who belonged to the Bunya caste. In all the information on Sanscrit schools which has been furnished to Government there is no instance parallel to this, where two teachers of the Bunya caste imparted instruction in Sanscrit literature to Brahmin scholars.

11.—*Miscellaneous Remarks.*—Mr. Ford stated that he had engaged a teacher from Delhi, and opened a school at Sooniput, which at the time of investigation contained 64 scholars, mostly Mahommedans. This success was very encouraging, but it probably indicated an anxiety in the people to gratify the tastes and wishes of those in authority, more than a desire to secure the advantage of instruction for their children.

With reference to Sanscrit teachers, Mr. Johnson observed, that whenever two or more were mentioned as conducting one school, it was not to be supposed that they were simultaneously engaged in teaching, but rather that the occupation was considered hereditary in the family, and that consequently when the teacher himself was unavoidably compelled to absent himself from school, some competent relation of his officiated for him. Mr. Johnson stated that the above observation applied equally to the Mahommedan teachers of religion.

Eight of the Arabic scholars were girls, all under 10 years of age. From a remark in Mr. Johnson's letter, female and domestic instruction seem to be carried on to a considerable extent in this district. He estimated the proportion of school-taught male children to the total population at 1.8 per cent.; but thought it should be doubled to include girls under instruction, and boys taught at home.

Mr. Johnson also noticed the existence of* temporary schools for Hindee, similar to those which Mr. Muir has described in his report on Futtehpore. The schools, which were the subject of his report, were represented as comparatively permanent.

HURREEANAH.

12.—In addition to the facts exhibited in the preceding tables, the following are worthy of note:—

In 16 of the Persian schools, formal Arabic, viz., the reading of the Koran and other religious books without comprehension of their meaning, was taught. Most of these schools were situated in the villages. Of the remaining 12 schools 7, and of the Hindee schools the entire number, were found in the towns of Hansi and Hissar; and were attended by 260, out of the entire number of scholars in the district. In five pergunnahs there was no school of any kind; and in the Hindee Schools there was not a single scholar of the Rajpoot caste. The rural population of Hissar was destitute both of the means and the desire for instruction.

The average age of a pupil at entering school was not found to exceed 16 years in any one of the 7 Persian schools situated in Hansi and Hissar, or in any of the 16 schools, in which

* From Mr. Johnson's report and remarks, it is clear that none of these temporary schools have gained a place in his returns. This is doubtless the cause that Hindee schools appear so few in his statements.

formal Arabic alone was taught; while in only one of the five schools, in which both formal Arabic and Persian were taught, was it less than 20 years. From these facts and the circumstance that the Persian books read in the last mentioned schools were of an elementary character, it may be inferred, that the study of Persian is entered upon in these schools after that of formal Arabic has been gone through.

In three of the schools denominated Hindee Schools, Sanscrit was taught, and in two others only the Arithmetical tables. In two Persian schools, in the town of Hissar, instruction in the Hindee Grammar was imparted.

The Persian and Sanscrit schools aimed merely at elementary instruction of the same character as that imparted in other districts.

DEHLIE.

13.—The interesting report on this district was prepared by Mr. A. Roberts, the Collector.

Out of 321 schools, 279 were situated in the city itself, 8 in the suburbs, and only 34 in the interior of the district. Two villages had 5 schools each, two more 4 and 3 respectively, two more 2 each, and thirteen villages, 1 each.

From a comparison of the results arrived at by Mr. Roberts with those of a similar enqury carried out in 1826, it appeared that during the intervening period of 20 years, there had been, within the Dehlie district, an increase of 11 Hindee schools with 230 scholars, and of 163 Persian schools, with 854 scholars. The population of the district had, it was true, increased during the interval, but the means of instruction had apparently more than kept pace with it.

The proportion of Persian to Hindee schools was 5 : 1, which, considering that the Hindu population of the city is greater than the Mussulman, was remarkable. Amongst the scholars of miscellaneous castes, Aheers, Sonars, and Nujjars, were the most numerous.

14.—*Persian Schools.*—Of these schools, 242 were situated in the city, and only 26 outside. Of the teachers, 256 were Musulmans, 8 Kayeths, 2 Brahmins, 2 Khatrees, and one a Bunya. The period, during which these had been employed in their respective schools, was as follows:

			Average.					
For 20 years and upwards,	24	teachers,	27	years,	10	months,	15	days.
From 10 to 20 years, ..	37	„	12	„	0	„	29	„
From 5 to 10 years, ..	38	„	6	„	4	„	5	„
From 1 to 5 years, ...	107	„	2	„	2	„	0	„
For less than 1 year, ..	62	„	0	„	3	„	15	„

In 160 schools Mahommedans alone were taught; in 65 Hindus alone, and in 43 both classes. In 90 schools the Koran alone was read; in 9 Arabic was studied; in 28 the elementary Persian books were learnt by rote; in 98 the Gulistan, Bostan and Madhoram were the only class books, and in 54 the more difficult works were studied. Rather more than one-third of the scholars were Hindus; but the Hindu boys very nearly, if not quite, equalled the number of Mahommedans, who studied with a view to qualify themselves for employment.

15.—*Hindee Schools.*—Thirty-seven of these schools were situated within the city, and 16 outside. In 48 only Hindus, and in 5 both Hindus and Mahommedans were taught. Instruction in Sanscrit was afforded in only one school. Of the teachers 52 were Brahmins, and one was a Kayeth. The period of their incumbency was as follows:

		Average.
For 20 years and upwards,	14 teachers,	34 years, 11 months, 4 days.
From 10 to 20 years,....	7 „	17 „ 1 „ 22 „
From 5 to 10 years, ...	2 „	7 „ 0 „ 0 „
From 1 to 5 years,.....	10 „	3 „ 8 „ 7 „
Less than 1 year, ...	20 „	0 „ 5 „ 11 „

16.—*Girls' Schools.*—Whilst checking the census of the city in 1845, Mr. Roberts found six girls' schools.* They were all situated in one quarter of the town, were conducted by Punjabee women, and were attended by the daughters of that class of people who are generally enterprising merchants, and some of them exceedingly wealthy. The teachers and scholars were all of the Mahommedan sect; the former were from 30 to 80 years of age, and the latter from 3 to 25. The number of the pupils was 46, and they merely learnt the Koran by rote. Two teachers received no pay; the wages of the other four ranged from 8 Annas, to 6 Rupees per month.

ROHTUK.

17.—The following particulars have been gathered from the Tehseeldaree Reports and Returns, which were forwarded in the vernacular from this district.

The total number of Schools was 46, of which the following statements shews the pergunnahwar distribution.

	Persian.	Hindee.	Sanscrit.	Sanscrit with Hindee.	Total.
Rohtuk Baree,.....	6	1	5	4	16
Gohana, ...	2	1	3	1	7
Kherkhoda Mandothee,.....	2	5	3	2	12
Mohim Bhívanee, ...	4	5	2	0	11
Total.....	14	12	13	7	46

* It should be stated that they learn nothing but the formal reading of the Koran, which is often taught privately to girls in Mahommedan families. The peculiarity here is that the schools are public.

18.—*Persian Schools.*—Fourteen schools were classed under this head. Persian was exclusively taught in 12 of these, but in 2 the Koran was also read. All the Teachers were Mahommedans. The average of their ages was 35½ years, and the period employed in teaching was found to vary from 1 month to 35 years. One alone, whose landed property afforded him the means of support, taught the reading of the Koran gratuitously; the rest had fixed allowances averaging at Rs. 5-11-9 each per mensem. One out of the 14 was said to be highly qualified, the remaining 13 could teach only from the books ordinarily read. Six of the schools were located in the town of Rohtuck.

Of the 156 pupils receiving instruction in these schools, 72 were Mahommedans, 6 Brahmins, 41 Kayeths, 24 Bunyahs and 13 of other castes, viz. 4 Kulals, 2 Sonars, 4 Bengalies, and 3 Khuttris. The ages at which the students entered and left the schools were said to average 12 and 17 years, respectively; the average period of pupilage therefore was 5 years.

19.—*Hindee Schools.*—Nineteen schools were exhibited under this head in the returns. Two of these were situated in the town of Rohtuk, 1 in Baree, 2 in two villages of the pergunnah of ths same name; 2 in pergunnah Gohona, 7 in seven villages in pergunnah Kherkhodá, and 5 in pergunnah Mohim. Hindee was taught exclusively in 12, and Hindee and Sanscrit conjointly in 7 schools. Of the 19 teachers, 17 were Brahmins, 1 a Jogee, and 1 a Mahommedan. Three afforded gratuitous instruction, and 16 received payment in money and an allowance of food. Their total monthly income was Rs 62-7, giving an average allowance of Rs. 3-4-7, to each.

The number of pupils who attended these schools was 385, of the following castes.

Brahmins, ...	90
Bunnyahs, ...	281
Jats, ...	10
Chheepees, ...	4
Total,..	385

Of these 385 pupils, 276 studied Hindee only; while 109 belonged to the schools in which Hindee and Sanscrit were conjointly taught. The average period of pupilage was not given in the Report, but the Returns showed that it was above 4 years.

The course of instruction in the Hindee schools comprised Hindee Arthimetic, Putwarries' Accounts, and Book-keeping. In the others some of the usual Sanscrit books were read.

20.—*Sanscrit Schools.*—Two towns had 2 each, and 9 towns and villages one each of these schools: none of the teachers received any remuneration from the pupils. In these 13 schools 157 students were found present, of whom 154 were Brahmins, and 3 Bunyas; these latter were learning the multiplication table and the Shastree character. The pupils were from the town or village, in which the school was held, for few, if any, from the neighbouring villages sought the instruction afforded to their neighbours.

GOORGAON.

21.—The following particulars have been obtained from the Report and Returns submitted by Mr. Fraser.

Nine Persian and sixteen Hindee schools were situated in the town of Rewaree, and of the numbers respectively remaining of each class 27 and 23 were found each in a separate village. The number of villages containing Persian and Hindee schools was 33 and 32, respectively; which together with the preceding fact, shows that in this district schools of the former class are as widely scattered as those of the latter.

Forty-six of the Persian teachers were Musulmans, and all the Hindee masters Brahmins. The number both of teachers and scholars of the Kayeth caste in the Persian schools was unusually small.

The most numerous class of scholars were of the Bunya caste, and next to them Musulmans and Brahmins. Scholars of the Dhoosur caste also were numerous, amounting to 112.

22.—The Mewattees, who are all Musulmans, and the Aheers and Játs are the largest proprietary classes in Goorgaon. The number of Musulman scholars in the Persian schools was large, but from the habits of the Mewattees, Mr. Fraser was of opinion, that very few of them attended. A similar aversion or indifference to intellectual improvement amongst the other two proprietary classes was manifest from the small number of Aheers and Játs attending the schools.

From observations made by Mr. Fraser amongst the people who appeared at the different Courts in the district, he found the proportion of men able to read and write to those who were not able to do so to be 18 to 100; and he therefore, concluded that, if any confidence could be placed in the result of any such system of observation, domestic instruction must prevail to a considerable extent throughout the district.

From the habits of the people and of the teachers, Mr. Fraser considered the former to be indifferent to the extension of education, and the latter unwilling to adopt the books which have been published by Government for their use. He saw little hope of improvement, till a new class of teachers should have arisen. It is therefore to be hoped that the Government Schools and Colleges will supply this important desideratum.

SAHARANPORE.*

23.—Within this district, instruction in Persian was imparted in 133 schools; in Hindee in 47; in Sanscrit in 43; and in Eng-

* Mouzah Saloonee in the Saharanpore district, was granted by Madho Rao Scindia in 1196, to Pundit Sheo Lall, as a school endowment. The

lish in one school, which was supported by the American Missionaries at the station. No school of any kind was found in Pergunnah Khata, which is inhabited by lawless and predatory classes of Rajpoots and Goojurs.

24.—*Hindee Schools.*—Six of these schools were situated in the town of Saharanpore, 8 in 4 villages, and the remaining 33 each in one village. Seven of the teachers were Mahommedans, 32 Jogees, 7 Brahmins and one a Mahajun. In 27 schools, commercial accounts were taught; in 4, agricultural accounts, and in 16, both commercial and agricultural.

25.—*Sanscrit Schools.*—Eight of these schools were found in Saharanpore, 17 in four large villages; and the remaining 18, each in one village. One of the teachers was a Nanuksahee Fuqeer, another a Sunyasee, 2 were Jogees, and 39 were Brahmins. It is remarkable that of the scholars 169 were Bunyas, 33 of miscellaneous castes, and one was a Musulman.

26.—*Persian Schools.*—Thirty-six of these schools were found in the town of Saharanpore, 57 in fourteen other towns and large villages, and the remaining 40 were situated each in a separate village. Of the teachers 130 were Musulmans, 2 were Kayeths, and one was a Goojur.

27.—Some of the Persian school books, such as the Zulikha, were pointed out by the Collector to the teachers as having an immoral tendency, and the substitution of some good historical work was recommended. The objection which they raised to adopting this advice was that the books alluded to were standard classical works and calculated to engage the attention of the student, and thereby expedite his acquisition of the Persian language. This and the reported want of inclination on the

village contains 377 acres, and is of the annual jumma of 300. It is now held by Luchme Kant, the representative of the original grantee, who resides at Paharpoor, where the school is situated.

part of the people generally to *purchase* the books provided by the Government for the use of village schools, are discouraging; but it is on the other hand gratifying to learn that the people of the district have begun to look to Dehlie as the place where the best knowledge is to be acquired, and that "when a youth shows superior promise, his parents often make an exertion to send him there to finish his education."

28.—*English School.*—This school was superintended by the Rev. Mr. Rudolph, and was attended by 10 Christians, 2 Mahomedans, and 11 Hindus, 10 of whom belonged to the "miscellaneous castes." The *monitorial* system of teaching was employed, and the subjects of study were Geography, Geometry, Algebra, &c.

MOOZUFFERNUGGER.

29.—The following particulars regarding the state of indigenous education in the Moozuffernugger district are gathered from a vernacular report furnished by Moulvee Nuseer Oollah Khan, Deputy Collector.

Of the 290 schools in this district, 108 were Hindee, 23 Sanscrit, 110 Persian, 48 Arabic, and 1 English. In one town (Kyranah), 17 schools were found, 1 Hindee, 2 Sanscrit, 8 Persian, and 6 Arabic, with 246 students; in another (Moozuffernugger), 14; and the average number of schools in each of 16 other towns was 5½. Of the villages one had 9 schools and another 6. Three had 5 each, six had 3 each, seventeen had 2 each, and eighty-nine had 1 each. The number of teachers was 290, of whom 170 were Moosulmans and 120 Hindus. Their average age was 38¼, and average income Rs. 4-2-2. 252 of the teachers had fixed incomes, and 38 taught gratuitously. The total number of boys under instruction was 3,411.

30.—*Hindee Schools.*—Schools of this discription were not very permanent throughout the district, and in the Pergunnahs

inhabited by Chouhans, Goojurs and Chumars, there were very few schools of any kind. In 11 of these schools 37 students learnt Sanscrit as well as Hindee. Arithmetic and Book Keeping were taught in 97 of them, all of which were located in the smaller villages. Of the teachers, 14 were Moosulmans, 48 Brahmins, 43 Jogees, and 3 of other classes. Only one taught gratuitously, and the average monthly income of the rest was Rs. 3-2, inclusive of daily food. In addition to their regular pay they however received occasional presents. The period of incumbency of the teachers was on an average 4 years 1 month, and their average age 37¼ years.

There were altogether 1,650 boys attending these schools, out of which number 40 resided in other villages, than those in which the schools were located. The average age at which the boys entered schools was 9¾, and that at which they left was 14¼; 936 of the boys were of the Bunnyah class, 315 Brahmins, 47 Moosulmans, 40 Rajpoots, 1 Kayeth, and 311 of miscellaneous castes.

31.—*Sanscrit Schools.*—There were 23 of these schools in the district with as many teachers, who were all Brahmins. The average age of the teachers was 40¾ years, and their average period of incumbency 11 years. Five only received an average remuneration of 4 rupees per mensem. The remaining 18 taught gratuitously, and chiefly supported themselves by reciting Kuthas and Poojapats. In a school located near the Magistrate's office, 16 students learnt Sanscrit, and the teacher received 15 rupees a month. The Sanscrit teachers were reported to be better qualified than any others in the district.

Of the 229 Sanscrit scholars, 90 studied Grammar, 62 Astronomy, 11 Vocabularies, 4 Rhetoric, 36 Law, 21 the Poorans, 1 Philosophy, 11 the Uchchar Ubhyas, and 2 the Vedant. The students were all Brahmins, and 58 of them resided in villages, apart from those in which the schools were located.

32.—*Persian and Arabic Schools.*—Of these there were 18 Arabic and 140 Persian; 80 located in villages and 78 in towns. The number of teachers corresponded with the number of schools. Two were Hindus and 156 Moosulmans: 19 of them taught gratuitously, and 139 received fixed pay, at an average of 5 Rupees, besides what they received on holidays, on the marriage of their students, or when they commenced new books.

The average period of incumbency of the teachers was 4¾ years, and their average age 38¾ years.

The number of Persian and Arabic students was 1,516, of whom 1,152 learnt Persian, and 364 Arabic. 535 were Hindus and 981 Moosulmans.

33.—*English Schools.*—There was only one school of this description, which was supported by the Government officers and other residents of the district, and located near the Magistrate's Cutcherry. The teacher received 50 Rupees a month and instructed 16 pupils, 9 of whom were Hindus, 6 Moosulmans, and 1 a native Christian. Their average age was 13¾ years.

The school was divided into 4 classes, in which the following subjects were studied.

1*st Class.* Marshman's History of India, Grammar, Bonnycastle's Arithmetic, Poetical Reader, No. 3, Goldsmith's History of England, Nichol's Geography, Elements of Natural Philosophy, Euclid, Universal History, Translation from English into the vernacular and vice versâ.

2*nd Class.* Marshman's History of Bengal, Clift's Geography, Grammar, Bonnycastle's Arithmetic, Azimgurh Reader, Poetical Reader No. 2, and Translations.

3*rd Class.* Prose Readers Nos. 1 and 2, and Chambers' Arithmetic.

4*th Class.* Spelling Book and Instructor.

MEERUT.

34.—The returns from this district were unaccompanied by any Report; but the Pergunnahwar statements afforded the following particulars.

The district contained 164 Persian, 205 Hindee, 13 Arabic, and 28 Sanscrit schools, of which the town of Meerut possessed 32 Persian, 11 Hindee, and 5 Arabic.

Of the Persian schools there were 47, in which the Koran was read; of the Hindee 22, in which Sanscrit knowledge was imparted. In one school Arabic was taught by a Rajpoot, and Hindee and Persian instruction afforded in another by a Brahmin.

Among the Persian and Arabic teachers, there were 170 Mahomedans, 4 Brahmins, 2 Kayeths and 1 Rajpoot; among those of Hindee and Sanscrit, 204 Brahmins, 5 Kayeths, 20 Mahomedans, 4 Jogees, and one Byragee were found.

Of the pupils throughout the district, 873 were Mahomedans, 911 Brahmins, 112 Rajpoots, and 117 Kayeths.

The course of instruction in the Persian schools embraced the reading of the works commonly used in native schools. In those of Hindee it was confined simply to agricultural and commercial accounts.

BOOLUNDSHUHUR.

35.—Boolundshuhur and three other towns contained 15, 12, 10 and 9 Persian schools, respectively; the remainder of this class, 85 in number, were scattered among 65 villages, 53 of which had no more than one school each. Of the Hindee schools, two were situated in Boolundshuhur, and 6 in another town; the remaining 48 were found in 32 villages, 24 of which

had one school each. This would lead to the supposition that Persian was more studied than Hindee, even among the agricultural communities.

Of the Persian teachers, 123 were Mahomedans, 7 Kayeths, and 1 a Bunnya; and of the Hindee, 45 were Brahmins, 5 Kayeths, 2 Rajpoots, and 2 of other castes.

In 30 of the schools classed under the head of "Hindee Schools," the common system of accounts, Putwarree accounts, book-keeping, &c., were taught; in the remainder instruction, either in Sanscrit alone, or in Sanscrit and Hindee was imparted.

ALLYGHUR.*

36.—The most important particulars relative to the schools in this district will be found in the prefixed tables; the following points also are deserving of remark.

37.—*Persian Schools.*—Of 159 schools 60 were found in Coel, Hatras, and two other towns, and 57 in as many separate villages; the Persian schools here, as in most other districts, being situated chiefly in the towns and large villages. Of the teachers 139 were Mahomedans and 20 Hindus.

In three of these schools formal Arabic was taught, and in one, learned Arabic. In the rest, Persian alone was studied.

* Talookah Eglass containing 3,554 acres, and of the annual jumma of 7,443 Rs. was granted by Madho Rao Scindea, to Gungadhur Pundit for the education of pupils, distribution of alms, and his own personal support.

The Government, in order of 5th January 1816, authorized the appropriation of the produce of the talookah, as follows; ¼th for the heirs of the grantee, and ¾ths to public and charitable purposes: Under these orders one-fourth of the proceeds is at present paid to the heirs of Gungadhur, and the remainder is appropriated to the support of the Government College at Agra.

38.—*Hindee Schools.*—In 81 of the schools included under this head Hindee alone was taught, in 28 Sanscrit and Hindee, and in the remaining 28 Sanscrit alone. Twenty-six schools were situated in Coel and two other towns, and 66 in as many separate villages. Of the teachers, 90 were Brahmins, and 30 Kayeths; and the remaining 19 belonged to the other Hindu castes.

The standard of education in general appeared to be high; the courses both of Persian and Sanscrit reading being very extensive.

BIJNOUR.*

39.—Mr. Egerton, Officiating Deputy Collector of this district, stated in his Report, that he could only vouch for the correctness of the return relating to the Pergunnahs of Bijnour and Munduwar, which he was enabled to test, from the contiguity of those Pergunnahs to the sudder station.

For want of records, arising from the transient and uncertain character of the schools, no accurate result could be arrived at with respect to the average age at which children left school. The information supplied under this head was therefore merely approximative.

The total number of schools in the district, as exhibited in the Tabular statements, was 278. Persian was taught in 174; Hindee in 89; Arabic in 14, and Sanscrit in 1. Of the Persian schools, there were 55, in which the Koran was read; of the Hindee, 9 in which Sanscrit was studied.

40.—*Persian Schools.*—Eleven of the 174 schools were located in the town of Bijnour, 6 in Munduwar. Of the teachers 169

* The proceeds of seven small tenures in the Bijnour district, containing together 94 acres, of the annual jumma of 131, are stated by the Collector to be devoted to educational purposes.

were Mahommedans, 2 Brahmins, 2 Kayeths, 1 a Bunnyah, and 1 a Rewah. All except 6 received stipends exclusive of food and other perquisites. A school in Munduwar established by Shahamut Ali, the Indore residency Moonshee, had two teachers who received rupees 15 and 10 per mensem respectively. There were 52 boys in this school, and many of the books issued by Government were in use here. The total number of pupils under tuition in all the schools was 1,144. The approximate average period of pupilage was found to be 9½ years.

41.—*Hindee Schools.*—These schools were 89 in number, with as many teachers. Little else was studied besides Arithmetic. All the teachers except one had fixed allowances either of money or of daily food. Among these there were 73 Brahmins, 8 Mahommedans, 4 Kayeths, and 4 Jogees. Four of the schools were held in the town of Bijnour. The total number of scholars found present was 1,098.

42.—*Arabic Schools.*—There were 14 of these schools, of which 10 were located in towns and the remaining 4 in villages. All the teachers except one, were stipendiaries; but 3 received an additional allowance of food. The total number of scholars, all Mahommedans, was 45; the largest number in one school 18. The period of pupilage was 9 years 9 months. The instruction afforded was the mere reading of the Koran.

43.—*Sanscrit Schools.*—There was but one school of this class in the whole district, and that at Nihtore. The number of scholars who attended it, was 14. The teacher, a Brahmin, had been engaged in the vocation 15 years, and realized an average income of 2 Rs. per mensem exclusive of food.

44.—*Miscellaneous Remarks.*—The course of instruction in the Persian schools as shewn in the returns, seemed to be of a higher standard than that pursued in the Hindee. While the one made the students familiar with some of the better poets,

and gave them a knowledge of the most approved modes of address, the other was confined to reading, writing and qualifying the pupils to understand common Arithmetical calculations and Putwarrees' accounts. The age at which children were sent to school was found to be earlier among the Hindus than among the Mahommedans; with the former seldom exceeding the 7th year, with the latter averaging at the 9th. Circumstances regulated the remuneration of the teachers; when entertained by persons of property, they received a fixed monthly stipend with or without daily food; and with a view to ensure them a competency, other children were allowed to attend who contributed at pleasure. A Brahmin teacher's chief remuneration in towns, was realized under the head of "Chout" at the festival "Bhadoon Soodee Chout" when he received from 12 annas to 1-8 Rupee from each boy. The agricultural community was utterly ignorant; scarcely one in a thousand of the labourers, or even the smaller Zemindars, being able to sign his name.

45.—Mr. Egerton thought that an addition should be made to the number of children actually found under instruction, on account of domestic instruction; 1st, for the children of Government Officials, and 2nd, for those of Bunnyas who are accustomed to finish the education of their children at home. The desire for improvement was stated to be small. The demand for books issued by Government not such as might have been expected. The appreciation of the labours of the teachers, and the notice taken of their schools, had been very gratifying to them, but the returns of scholars were supposed to be too high, and the salaries of the teachers too low, from the circumstance of gratuitous instruction being a source of pride to those who were engaged in it.

MORADABAD.

46.—The report and returns on the state of native education in this district were furnished by Mr. J. C. Wilson, the Collec-

tor. But he stated that he could not vouch for the correctness of any of them excepting those for the city of Moradabad, as the school-masters generally had not rightly understood the object of the enquiry, and had avoided giving any information, which they thought likely to injure their interests. Mr. Wilson, on being informed of these misapprehensions, had assembled the school masters of the city, and explained to them the true motives of Government.

In addition to the facts which have been included in the prefixed tables, the following were gathered from the returns.

The city of Moradabad contained 64 Persian and 6 Hindee schools. Kusbah Umroha 45 Persian, and 5 Hindee schools. Two villages had 13 schools each; two more 11 each; three villages, 5, 6 and 7 respectively; five more 4 schools each; seven, 3 each; thirteen, 2 each, and seventy-eight, 1 each: thus making a total of 110 villages in the district containing schools.

47.—*Persian School.*—It has already been stated that the cities of Moradabad and Umroha respectively contained 64 and 45 schools of this class. Of the remaining 139, one village had 9 schools; two, 8 each; one, 6; two, 4 each; five, 3 each; fourteen, 2 each; and fifty-seven, 1 each; making a total of eighty-two villages, in which there were Persian schools. Of the teachers 230 were Moosulmans, 9 Kayeths, 2 Brahmins, and 1 Bunnya. In one school, Arabic and English were taught, and in nine the Koran was read; in twenty-four the elementary Persian books, such as the Karima and Mahmudnama, were committed to memory, and in 214, the more difficult Persian books were read and explained.

48.—*Hindee Schools.*—Eleven of these schools were situated in the cities of Moradabad and Umroha; the remaining 70 were distributed among 42 villages, thirty of which had 1 school each; seven, 2 each; two, 5 each; while three possessed 3, 6, and 7

schools respectively. Of the teachers, 57 were Brahmins, 11 Kayeths, 1 a Moosulman, and 1 a Bunnya; the castes of the remaining 11 were not stated. In 3 schools Sanscrit alone was taught; in 20, both Sanscrit and Hindee, and in 58 Hindee alone, together with arithmetic with or without book-keeping and writing.

The period of pupilage in either of these classes of schools, could not be calculated from want of the necessary data.

Nearly all the Government school books, which had been sent to Mr. Wilson, had been sold when he wrote his report.

BUDAON.*

49.—The Collector furnished no report but merely submitted the English statements and vernacular returns.

From these it appeared that the district contained 228 schools in all, with an attendance of 2203 pupils. In the town of Budaon itself there were 3 Arabic, 36 Persian, 6 Sanscrit and 2 Hindee schools, affording instruction to 15, 267, 41, and 35 students respectively; the remaining 181 schools were scattered among the villages of the district.

Of the 228 teachers, 142 were Muhammedans, 35 Kayeths, 25 Brahmins, 3 Goshaens, one Rajpoot, and one Bunnya. The castes of the remainder were not specified.

Of the Brahmins the majority taught gratuitously, and of the 199 teachers, who received payment, the emoluments were scarcely open to calculation, consisting, as they did principally of food, of which no standard of valuation was given.

* Ten parcels of land within the district of Budaon are held on Educational tenures, and their proceeds appropriated in accordance with the intentions of the granters. Their aggregate extent is 162 acres, and annual jumma 278.

BAREILLY.*

50.—The Report on this district was drawn up by Mr. Wylly, the Deputy Collector, and forwarded by Mr. F. Williams, the Collector, with the reports of Mr. T. Brown, Tehsildar of Beesulpore, and Moona Lall, Naeb Tehsildar of Ounlah, the former for Pergunnah Beesulpore in English, the latter for Ounlah in Oordoo. The following particulars in addition to those included in the tables, have been gathered from Mr. Wylly's report. The town of Bareilly contained 128 Persian, 1 Arabic, 9 Hindee, and 9 Sanscrit schools. Throughout the whole district, instruction was afforded to 2,735 boys exclusive of 296 students of the Government school, and 73 said to be absentees. The number of teachers was the same as that of the schools. Eighty-six taught gratuitously, and 366 received fixed incomes, amounting in all to Rs. 17,978 annually, or an average of Rs. 4-1-6 per mensem for each paid teacher.

51.—*Persian Schools.*—The number of schools as well as of teachers was 331. The number of pupils 1,924. Of the schools, 128 were in the town of Bareilly; the rest were distributed among the other towns and villages of the district. Of the teachers, 275 were Mahomedans and 56 Kayeths; their total annual income was 14,112-9 or 1,176-0-9 per mensem, which gave 4-0-1 for the monthly average receipt of each of the 294 paid teachers, and 3-8-10 for each of the 331.

The usual age of boys entering upon instruction, was shown in the Report to be between 8 and 9, and that for

* Two parcels of land are held rent-free within this district for Educational purposes. Their united extent is 59 acres, and annual jumma 43-7. One of these was made by the Zemindar subsequent to the cession, and was recognized by the Collector at the Revision of settlement under Reg. VII. of 1822. The proceeds of the other have been hitherto misappropriated, but the Collector has taken steps to remedy the evil for the future.

leaving school between 17 and 18; but Mr. Wylly thought that the ages of 7 and 16 were more in accordance with the facts that had come under his own observation.

52.—*Hindee Schools.*—The whole district contained 74 schools of this description with an equal number of teachers, who taught 478 pupils. Nine of these schools were located in the town of Bareilly, 14 in Beesulpore, 14 in Ounlah, and 6 in Pilleebheet. Fifty of the teachers were Kayeths, 16 Brahmins, 4 Jats, 2 Thakoors, 1 Koormee, and 1 Bunnya. The aggregate amount of their income was Rs. 2,372-9 per annum or 197-11-6 per mensem, including food allowance. This gave an average of 2-14-6 for the 68 paid teachers.

The age at which boys entered school was between 7 and 9 years, and that at which they left between 11 and 15. The average duration of instruction, including holidays, was 4 years, 5 months, 4 days.

53.—*Arabic Schools.*—The study of the Koran, Mr. Wylly observed, was common throughout the Persian schools, where a smattering of Arabic was frequently communicated with the Persian; but he had found only 2 schools, one in Bareilly and the other in Pilleebheet, in which Arabic was accurately taught. Both the teachers of these were highly reputed for learning, and taught at private houses. One received an income of Rs. 9 per mensem, the other taught without payment. The teacher at Bareilly had been engaged more than 9 years in the work of teaching.

54.—*Sanscrit Schools.*—The 45 schools of this class afforded instruction to 316 pupils, of whom 305 were Brahmins. Forty-two of the teachers taught gratuitously, 3 received payment. Some of the gratuitous instructors depended for subsistence upon the produce of rent free lands, others obtained a livelihood by the performance of rites and ceremonies and the practice of

physic. The average monthly income of each teacher exclusive of those who taught gratuitously, was about Rs. 3-6.

55.—The age at which pupils entered the Sanscrit schools was 10 years, 7 months; that at which they left, 20 years, 4 months; the average period of pupilage was therefore 9 years, 9 months.

In the town of Bareilly there is a Sanscrit Patsalah, which was established before the Cession. It at present affords instruction to about 30 pupils. The proceeds of a Jagheer were appropriated by the former Government to the maintenance of a Pundit and two Assistants who carried on the work of instruction, but the grant was resumed in 1814, under Government orders, and commuted to a life pension to the head Pundit, who lived in the enjoyment of it till 1843, when it lapsed. The institution is now supported solely by voluntary contributions from the Hindoo community.

56.—*Miscellaneous Remarks.*—Mr. Wylly was of opinion, that the schools in this district possessed in general more the feature of domestic than public institutions, and that the Persian schools had stronger marks of this character than the Hindee. Several of the schools had existed upwards of 30 or 40 years; about 60 had been established above 10 years; and in the town of Bareilly, the teachers were in most cases members of the household in which they were employed, and resided with the family nearly all their lives. The persons at whose houses the Hindee teachers taught, were generally the establishers of the schools, and contributed about $\frac{2}{3}$ of the income of the teachers.

57.—*Incomes of the Teachers.*—The Persian teachers were more highly remunerated, and their income was less fluctuating than that of the Hindee teachers. Daily food was generally given, and was estimated in value at about $\frac{1}{3}$ of the salary of the teachers. In the city, and principally about Ounlah in the

district, the people of rank paid the teachers from 8 to 13 rupees per mensem. The Kayeths were the most liberal contributors towards the education of their children, and were the most numerous class, wherever the teacher's salary averaged above Rs. 4 per mensem.

58.—*Average cost of Education.*—The average cost of education for each pupil in the several description of schools was—

	Rs.	As.	P.
In the Hindee, ...	27	9	0
In the Persian, ...	72	4	1
In the Sanscrit, ...	3	0	8
In the Arabic, ...	62	4	4

59.—On the receipt of Mr. Wylly's report the following letter was addressed by the Sec. to Govt. N. W. P. to Mr. Williams, the Collector of the district, dated 3rd Decr. 1847.

(Extract.) 3. "It is peculiarly gratifying to find that this subject has engaged so much of the attention of the local officers in the district of Bareilly, because the existence of the flourishing Educational Establishment at the Sudder Station affords good promise, that thence as from a centre the advantages of learning may rapidly be extended over the district by the local influence which the officers of Government naturally exercise.

4. The plan, which has been adopted with some success in the Agra district, may probably be found useful here.

5. The district should be divided into four circles of convenient dimensions, in each of which a person should be appointed as Pergunnah visitor on salaries of 10 rupees at first, which may be raised eventually to 20. These men should be qualified to impart the knowledge which is necessary for agricultural and commercial purposes, both in Hindee and Oordoo. The sub-

jects taught in Ram Surun Doss' four Elementary books should be familiar to them, and they should also understand such ordinary books and subjects taught in village schools as are well set forth in Mr. Wylly's Report. It should be the duty of these men to travel about their circles, examining the existing schools, giving instruction and assistance to the masters, supplying them with books, and noting down the names of the most promising pupils. They should also explain to the people the advantages of education, and press upon them the importance of making early provision for the instruction of their children. The result of their exertions should be communicated from time to time in the form of a Diary, and of periodical reports to their superior, and at stated times they should repair to the sudder station to communicate more freely with their superior, explaining personally to him, what may seem to require particular attention, and receving from him their directions and instructions, which may fit them for the better discharge of their duties.

6. Over these district visitors may be appointed a head visitor on a salary of Rs. 100 per mensem.

7. It will be his duty to superintend the operations of the district visitors, to note down carefully the promising village schools or the localities where such schools may with advantage be established, to keep his subordinates supplied with school books, and during the favourable season of the year to visit the places, which most require his personal exertions, rewarding the deserving, and remonstrating with those who are remiss. The sum of 400 rupees will be placed at your disposal during the next year, which should be distributed as rewards to the most deserving school masters, in the form of books, or clothes, or money, as may be thought best.

8. It is evident that the efficiency of such a system depends on the degree of encouragement which you are able to afford it,

and the control which you exercise over it. A few general principles may be mentioned which it will be useful to bear in mind.

9. *Firstly.*—Superintendence should not be forced on those who are unwilling to secure it. The assistance of Government is designed to be a boon to those who are anxious to avail themselves of it. If any people are unwilling that their schools should be visited and examined, or if the inhabitants of any village are averse to entertain proposals for the formation of schools, the visitors should make a note of this circumstance, and pass on. Conciliation and persuasion are the only means to be used, and any attempts to obtrude or enforce their services will undoubtedly create disgust, and retard the progress of education. The greatest pains must be taken to make this known amongst the people by personal explanation to themselves, by proclamation, or by constant inculcation on the visitors.

10. *Secondly.*—The object of the system should be to convey useful practical knowledge in the best manner. Village schools are not designed to form great scholars, but to make the people at large conversant with those departments of learning, which are requisite for the ordinary occupations of life. Oordoo should be encouraged rather than Persian, the Nagree character should be used rather than Kaithee, and the pupils should be trained to read printed rather than manuscript books. Reading Writing, Arithmetic, the Mensuration of land, and Book-keeping are the subjects which it is most important for them to know. The detail contained in Mr. Wylly's report abundantly shews, that if we can advance any considerable number of the people even thus far, we shall have conferred a great and most important benefit on them.

11. *Thirdly.*—The people must be induced to consider education as a valuable acquisition, which it is their duty to secure for their children at some sacrifice to themselves. All rewards should be given so as to encourage, not to supersede, the exer-

tions of the people to support their masters. Gratuitous education is no doubt praiseworthy on the part of those who give it, but the feeling which should be most encouraged, is, that knowledge is valuable in itself and worth purchasing for one's children. The object of the Government is, by improving the character of the school-masters, to make the knowledge they can impart more worth the purchase than it at present is.

12. *Fourthly.*—Care and judgment will be necessary in distributing the rewards, and to this your particular attention should be directed. Perhaps it will be preferable that the head visitor only recommend whenever the reward is to exceed a certain amount or value, and that the disbursement after verification of the head visitor's statement rest with another party."

60.—In accordance with these instructions, Mr. Williams in the early part of 1848, appointed one head visitor with four assistants. These commenced their duties in May of the same year.

61.—The following extracts from a letter of the Collector, dated 30th June, 1849, contain the results of the first year's operations.

"When the visitors commenced their work in May, 1848, they found that generally speaking little or nothing that was practically useful was taught in any school in the district. Oordoo was no where taught; the Deva Nagree character was only used by Brahmins, the English system of Arithmetic was unknown. Ram Surn Doss' books were not in use. In fact it was necessary in order to carry out the views of Government to introduce a course of study new not only to the scholars but to the masters themselves.

"The great difficulty to be overcome was and is the ignorance of the teachers, many of whom refused to adopt the recom-

mendations of the visitors. This was very natural, that they might not shew their own ignorance of what they were recommended to teach."

The people in general, however, showed a better feeling. "They soon acknowledged the advantage of adding a little Arithmetic, a little knowledge of Mensuration and of Putwarrees' papers, to their old studies, and agreed that there was nothing objectionable in the new studies recommended to them. The visitors were very soon favourably received."

62.—Since the date of Mr. Wylly's report, the number of schools had sunk from 452 to 448, but the number of students at these schools had increased from 2,735 to 3,161.

Into 74 of these schools, attended by 757 scholars, Ram Surn Doss' books had been introduced as class books. The demand for these works did not, however, appear to be confined to the schools where they were read, as 1,314 copies of them had been sold by the visitors within the year.

SHAJEHANPORE.

63.—The most important particulars in the full Report furnished for this district by Mr. Buller, the Magistrate and Collector, will be found in the following abstract and the prefixed tables.

Of 288 schools found on an enquiry conducted some years ago, 104 had been closed and 103 new ones opened, so that at the time of the late investigation 287 were found in the entire district. Of these the town of Shajehanpore contained no less than 103.

64.—*Persian Schools.*—These were 172 in number, conducted by as many teachers. Of the teachers 141 were Mahomedans,

and 31 Kayeths. Of the gratuitous instructors, one, independent of other sources of emolument, possessed some rent-free land, the others obtained a livelihood by the practice of physic, shop-keeping, &c. The 39 pupils of miscellaneous castes comprised 1 Kissan, 1 Aheer, 1 Bhat, 1 Jogee, 1 Kussaee, 2 Tumolees, 4 Sonars, 2 Rohungurhs, 9 Khuttrees, 4 Bunjaras, 2 Chobedars, 5 Koormees and 6 Naies. The average age at which boys entered school was 8 years 10 months, and the chief object amongst the Mahomedan pupils seemed to be the attainment of the art of letter writing, on the acquisition of which they considered themselves qualified for employment.

Persian was studied by the Hindoo population, solely with a view to Government employment. The schools were confined almost entirely to the large towns, though sometimes a wealthy Zemindar supported one for the sake of his own children. The mass of the people had little wish to acquire a language, the study of which involved more time and expense than they could conveniently afford.

The course of Persian education here was stated to be similar to that pursued in the Futtehpore district.

65.—*Hindee Schools.*—There were only 76 schools of this description throughout the district, and of these the town of Shajehanpore contained 9.

Of the Teachers 60 were Kayeths, 4 Thakoors, 4 Pandeys, 2 Koormees, 2 Naies, 1 was a Mahomedan, 1 an Aheer, 1 a Lohar, and 1 a Tumolee. One of the two Teachers who taught gratuitously was the son of the Zemindar of the village, the other a cultivator of lands in Shajehanpore. The 248 pupils of miscellaneous castes were—

11 Kissans.	2 Jats.
12 Kuhars.	4 Bhoorjees.
30 Sonars.	1 Malee.
7 Hulvaees.	2 Joshees.
33 Koormees.	13 Tumolees.
2 Chumars.	11 Khuttrees.
10 Aheers.	1 Byragee.
6 Thuteras.	1 Shepherd.
1 Durzee.	1 Bunjara.
65 Kulwars.	12 Mahajuns.
2 Lohars.	11 Rohungurs.

The course of study in these schools was limited by the confined knowledge of the Teachers. These were mostly Kayeths, incapacitated by age or without employment, and the work of instruction was undertaken by them as a means of procuring a livelihood. The Kayethee or Mahajunee Alphabet was first taught, after which the Bunnyah system of accounts was commenced and gone through, then followed instruction in reading and writing and here ended the education of a Bunnyah. Village accounts were studied in the villages by the sons of Putwarries and Zemindars; but not a single literary work was read.

There was but one Hindee school in the whole district in which Sanscrit was taught, and of this the Teacher was an Aheer.

The paucity of Hindee schools in this district was accounted for by the inability of the peasantry to pay for masters, and the circumstance of the malgoozars mookuddums and putwarries instructing their own children. If the malgoozars aspired to more than rudimental knowledge, and encouraged their children in higher pursuits, the number of schools would rapidly increase.

The Rajpoots were as usual found careless of the education of their children.

66.—*Sanscrit Schools.*—Of the total of 33 schools of this class, 14 were located in the town of Shajehanpore. Of the 212 pupils, 2 were the sons of the masters of the house in which the schools were held, 33 were the children of the Teachers themselves, and 177 were strangers. Of other than the Brahmin caste of pupils, 3 were Bunnyahs, 2 Byragees, 2 Aheers, 3 Hulvaees, 1 was a Kayeth, 1 a Khuttree, 1 a Gooshaen, and 1 a Naoo Pandey.

The books in use were chiefly on religious subjects. The only Hindee books read with them were Ram Surn Dos's Series.

67.—*Arabic Schools.*—The town of Shajehanpore contained all the 5 schools of this description. Twenty-five scholars attended them, among whom was one Brahmin. Two of the five Teachers were said to be men of known acquirements; one taught gratuitously, the remaining 4 received payment. The average ages of the scholars at entrance, on inspection and on leaving were 16 years 1 month, 19 years 11 months, and 23 years 5 months respectively. The range of studies embraced works on Grammar, Medicine, and Logic, and on religious observances.

68.—*English Schools.*—One school of this kind existed in the district, affording instruction to 21 pupils who were supplied with writing materials but found their own books. This school was established about a year ago by Bukhtawar Singh formerly a pupil of the Bareilly school, now the head writer in the Magistrate's Office. Buktawur Singh himself was the master of the school, and devoted all his leisure time to the work of teaching. The boys were said to show a great desire to learn English. Grammar, History, Geography, Arithmetic, Reading, and Spelling were the subjects of instruction.

This is the first instance of the application of the English education bestowed by Government, to the gratuitous instruction of the native community. It presents a novel feature in the educational statistics of the North Western Provinces.

69.—*General Remarks.*—It was observed by Mr. Buller, that the schools of this district did not undergo suspension during the rains and at other seasons, as is the case in Futtehpore; but that they continued throughout the year, and were closed only during the unavoidable absence of the Teacher from sickness, or other cause, or when their existence was no longer necessary.

The Sanscrit schools were reckoned the most permanent, those of Hindee ranked next. Persian schools were viewed more in the light of domestic institutions, than as possessing any public character.

Domestic instruction seemed to prevail to some extent throughout the district; and if the 796 children thus taught, were added to those given in table 1, the percentage on the number of children of school-going age would be raised to 4.1.

The small demand for the Government school books was accounted for by the Nagree character being little used, and Oordoo not much read in the schools; another reason assigned was the greater cheapness of the works turned out by the Lithographic Presses at Lucknow.

MUTTRA.*

The returns from this district were furnished by Mr. E. Thornton, whose report, dated June 30th, 1847, contains most of the following particulars.

The total number of schools in the district was 181, of which 127 were classed under the head of Hindee schools, and 54 under that of Persian. Of the schools 37 were in the city of Muttra, and 22 in Bindrabun. None of the schools bore an exclusively Sanscrit or Arabic character.

70.—*Hindee Schools.*—In 87 of the schools of this class, Sanscrit was also found to be taught; in 40, Hindee alone. Nineteen were in the town of Muttra, and 22 in Bindrabun. The number of Teachers was 132, of whom 117 were Brahmins, 11 Kayeths, 1 a Bunnyah, 2 Byragees and 1 a Jat. Fourteen taught gratuitously, and with the exception of one, who was said to gain 12 rupees per mensem by reciting the Bhagwut, and another who obtained 15 annas a month from some land, the rest were remunerated in the usual manner,either by periodical payments, or by presents, fees, &c. The total amount thus expended monthly was estimated at Rs. 372-5-7, which would give an average income of Rs. 2-13-2, for each Teacher. The total number of scholars under tuition was 1,487, of whom 11 were Mahomedans, 695 Brahmins, 84 Rajpoots, 49 Kayeths, 498 Bunnyahs, and 150 of other classes. The age at which the scholars left the schools could not be satisfactorily ascertained. The average period of pupilage as

* The village of Chowmooha in the Muttra district, was in 1204 F. S. granted by Madho Scindeah to a Pundit for the instruction of Brahmins. Under the orders of Government dated 7th March 1815, three-quarters of the proceeds were assigned to public and charitable purposes and are now devoted to the support of the Agra College. The village contains 3727 acres, and is of the annual Jumma of 3,750.

struck from the returns of 44 schools was however found to be 3 years, 10.5 months.

In almost all these schools something more than mere elementary instruction was afforded.

One of these schools established about four years ago, and supported by Mr. Phillips, a Baptist Missionary, who resides near the city, numbered 63 boys in the first year, 48 in the 2nd, 27 in the 3rd, and at the time when enquiry was made, it contained 31 pupils. Mr. Phillips attributed the falling off to the report spread at the beginning of the Lahore war, that his pupils would be compelled to become Christians. Elementary instruction in Nagree was afforded at this school, with some degree of instruction in the tenets of Christianity.

Besides these, there were 3 small Hindee schools in cantonments, of which no particulars were given in the report.

71.—*Persian Schools.*—Of the 54 schools, 19 were found in the town of Muttra, and three in Bindrabun. Of the Teachers, 39 were Mahomedans, 1 a Brahmin, 9 Kayeths, 2 Byragees, 1 a Chuttree, 1 a Dhoosur, and 1 a Rajpoot. Their average monthly income was Rs. 6-13-6, and their average age 39½ years. It appeared from the returns that one Teacher, a Chuttree, had been engaged 40 years in teaching; of all the rest none had been employed more than 10 years. The number of scholars in attendance at these schools was 443, comprising 171 Mahomedans, 52 Brahmins, 30 Rajpoots, 128 Kayeths, 47 Bunnyahs, and 15 of other castes. In calculating the period of pupilage, the same difficulty occurred here, that presented itself in the Hindee schools. The average age of the pupils as struck from the returns of 8 schools, was found to be at admission 9½ years, when enquiry was made 11½ years, and when they left 16 years, giving an average period of pupilage of 6½ years.

72.—*Miscellaneous Remarks.*—The total number of scholars in all the schools was 1930 and the population of the district agreeably to the census taken in 1847 was 70, 16, 88, which gave a per centage of ·275 scholars on the whole population.

Taking 1-12th of the population as the number of males of a school-going age, the proportion of males under instruction to that portion of the population would be about 3.3 per cent.

The instruction imparted in the district appeared to be in many points similar to that afforded in other districts. The books read both in Hindee and Persian, were of the kind noticed in the district schools generally.

Both Hindee and Persian schools were generally held in the Verandah of the principal supporter's house, or under some shady tree.

Soon after the receipt of Mr. Thornton's report, Mr. Fink, the superintendent of the Indigenous schools in Zillah Agra, was directed to extend his operations over the neighbouring district of Muttra. Three subordinate district visitors were at the same time appointed.

In the cold weather of 1847-1848, Mr. Reid, the assistant to the Collector, was deputed into the interior of the district, for the purpose of more fully ascertaining the state of the village schools. His report, which was forwarded to Government in the November of the same year, was in many points at variance with that previously furnished by the Collector, and affords one of many examples of the great difficulty which attends on the prosecution of Statistical enquiry in this country.

It is scarcely probable that any great change should have taken place in the state of the district, during the year which intervened between the first and second census. The reports

however show an increase of 30 schools, and more than 500 scholars.

A still more remarkable discrepancy exists with respect to the Sanscrit and Hindee schools. Mr. Thornton had reported that these numbered in all 127; in 87 of which Sanscrit and Hindee were studied together, in 40 Hindee alone. None had been found in which Sanscrit was the sole object of study.

Mr. Reid's returns showed 150 of this class; in 31 of which Sanscrit alone was read; in 81 Hindee alone:—at 38 only were Hindee and Sanscrit conjointly studied.

The No. of students of this class was in the one return 1,500, in the other 2,000;—

Mr. Reid found that the examiners were in the habit of visiting the schools under their charge every month, their visits were consequently hurried, and their inspections cursory, while school-masters and scholars were averse to the perpetually recurring interference. They were directed in future to make periodical quarterly tours, such as would admit of their devoting an entire day to each school and, on their return to the station, to furnish the collector with a statement, recording the changes which had taken place in the past quarter.

The annexed table shows the state of the district schools, when inspected by Mr. Reid:—

Schools.							Scholars.				
Sanscrit.	Sanscrit. and Hindee.	Hindee.	Arabic.	Arabic. and Persian.	Persian.	Total.	Sanscrit.	Hindee.	Arabic.	Persian.	Total.
31	38	81	2	8	51	211	549	1441	32	476	2498

AGRA.*

73.—It was in the course of the year 1844 that measures were first adopted for the improvement and assistance of the indigenous schools of zillah Agra. The duty was first entrusted to Mr. Lodge, then principal of the Agra College, but was afterwards transferred to Mr. Fink, a master of the abolished Government school at Furruckabad, who was instructed to make every effort to multiply and improve the village schools, by supervision, advice, and encouragement, and by the distribution of elementary books suited to their wants. He was to endeavour to make the education a practical one, so that the people should be able to perceive its value, in the common transactions of life, and was authorized to grant occasional rewards in books, clothes, or money to the more deserving among the masters or scholars. No fixed stipends were to be promised, and the success of the experiment was to be tested, not so much by the rapid progress of a few boys, as by the multiplication of schools and scholars, and the more general diffusion of the first elements of useful knowledge.

74.—Some misconception was at first found to exist among the native population, as to the motives of the Government; nor did they appear to appreciate the advantages likely to arise to themselves and their children from the extension of education. The only course which seemed likely to obviate these difficulties was to make the wants of the people the incentive to urge them to mental improvement. An agricultural community would scarcely fail to value that instruction which

* Mouzah Joondaonee was granted by Madho Rao Narain Peshwa, 1204 F. S., to Gungadhur Pundit for the support of charitable and educational endowments. Under the Orders of Government 13th September 1831, three-fourths of the village collections are appropriated to the support of the Agra College, and one-fourth is made over to the heirs of the original grantee for their maintenance.

The village contains 2922 acres, and pays 5850 Rs. per annum.

would give them security against fraud and oppression, by enabling them to manage their own affairs, and to understand the records of their rights, and village accounts; and when once a desire for any information had been awakened, the way would be comparatively open for the introduction of higher knowledge.

75.—It was therefore proposed to circulate among the schools short and simple treatises on the subjects most important to the people in their daily life, and four pamphlets, compiled in the Oordoo and Hindee languages by Ram Surn Doss, Deputy Collector of Delhie, were selected as well suited for the purpose.

These books containing the simple rules of Arithmetic and land mensuration, with an explanation of the method of compiling Putwarees' papers, &c., were directed to be sold to the people at low rates; and should they be received willingly, it was intended to continue the series by works of a more advanced description.

76.—In the cold weather of 1844, Mr. Fink with the aid of an assistant and four district visitors, visited and inspected all the vernacular schools within the district of Agra, and found them 220 in number and attended by 2,200 scholars. In his report he described the standard of acquirement as exceedingly low, and the range of study as very limited, more especially in the Hindee schools, the masters of which, however, alone showed a willingness to make use of the Government school books, and to listen to the advice and suggestions of the Superintendant.

In the course of the ensuing year the number of schools increased to 241, with an attendance of 2,403 boys, and the improvement was still more apparent at the close of 1846, when 284 schools were found with 3,061 students.

Soon after this date the Government was deprived of Mr. Fink's services by his death, and his duties devolved upon Mr.

Jackson, the Collector of the district, by whom a report was furnished in March 1848.

77.—At that date the number of schools in the city of Agra was 74, in the interior of the district 133. In 29 of the former Hindee was taught to 508 pupils, and in 45 instruction in Persian was afforded to 555 students. Of the schools in the interior 93 were Hindee and 40 Persian: the number of pupils in attendance at the former was 873, in the latter 292. Of the schools examined, 81 were Persian and 111 Hindee. One Persian and 10 Hindee schools were closed on account of weddings, &c. and 1 Hindee,* and 3 Persian† schools were not allowed to be examined.

The number of Teachers in the whole district was 207, of whom 79 were Mahomedans, 92 Brahmins, 21 Kayeths, 2 Christians, 1 was a Bunnyah, and 1 a Byragee, while the castes of 11 were not given.

The three district visitors were placed by the Collector in charge of 3 permanent schools at Pinahut, Kagarowl, and Futtehabad; Salaries of 5 rupees each were given to the Teachers at Khundowlee, Etmadpore, Ferozabad, Jugner, Khyragurh and Irradutnuggur, and the Collector recommended the appointment of three more Teachers in Futtehpore, Furrah, and Mulpoorah, in the Huzoor Tehseel. Books to the amount of Rs. 117-11-8 had been distributed as rewards.

78.—*Persian Schools.*—The number of these schools in the district was 85, being 20 less than that shewn in the former report. The number of the pupils at the former inspection was 989: It had decreased to 783—Of the Teachers 79 were Mahomedans, 2 Kayeths and the castes of 4 were

* In Naraich, pergunnah Kundowlee.

† One in ditto, two in the city of Agra, in the houses of Kalkapershad and Bundeh Hussun Khan.

not given. Ram Surun Doss' books were read in many of the schools, and good progress had been made in a few. Five of the schools examined were said to be first rate, 18 second rate, and 19 third rate, numbering 87, 147, and 230 scholars respectively.

79.—*Hindee Schools.*—These schools were classed like the Persian under three principal grades; 13 in the first or highest grade, 27 in the second, and 71 in the third. Eleven schools were neither examined nor classified. In the last report the number of Hindee schools was 179: It had decreased to 122, while the number of pupils had also fallen from 2,072 to 1,381. The Teachers were chiefly Brahmins, 91 being of that caste, while 19 only were Kayeths; the castes of 12 were not defined. In some of the schools Sanscrit was also taught and Ram Surun Doss' books studied.

80.—*Miscellaneous Remarks.*—The Collector stated that only 49* schools out of the number last reported on, appeared to him to merit encouragement; a knowledge of the multiplication table by rote or at most of rudely writing the common Hindee numericals, being the only instruction given in the others. In the last report it had been stated, that instruction in Ram Surun Doss' books had been introduced in 41 schools, but the Collector had found only 6 in which any creditable progress had been made. This he attributed to the unfitness of the Teachers, and proposed to introduce a system of "paying a salary to be discontinued when no equivalent services were found to be performed," as he considered that this would be productive of greater advantages than conferring rewards in money on in-

	First rate.	Second rate.	Total.
* Persian,.....	5	15	20
Hindee,.....	7	22	29
	12	37	49

structors, who were left barely the means of subsistence for the rest of the year, and who required a maintenance to induce them to continue at their posts.

A system of payment like the one proposed by the Collector was however considered objectionable, as tending to limit the field for the voluntary efforts of the people, and to alter the relation in which the Government has hitherto stood with regard to them in this matter, viz. the aiding and encouraging their efforts by rewards and occasional assistance, yet still allowing them to depend upon themselves for the education of their children instead of looking to Government for gratuitous instruction.

81.—The Collector had made it incumbent on the putwarries to acquire a grammatical knowledge of Hindee or Oordoo, and to qualify themselves for surveying and making Shujra maps of their respective villages. The putwarries had engaged to defray the expense of the Teachers by a deduction from their allowances. Pundits of good ability had been entertained on 7 rupees per mensem in each Pergunnah, and an Ameen on 10 rupees to teach Surveying and Mapping, and where this system had been in operation a few months, a great improvement had become manifest in the qualifications of the putwarries.

A desire for greater privacy was one of the causes assigned for the existence of so many schools in the city of Agra, notwithstanding that the Agra College was available and afforded the means of a better education.

82.—In the commencement of 1849, the Collector sent up a report on the operations of the preceding year. In this he stated that he had continued his system of paid instructors at the nine principal towns of the district, and that the results had been gratifying, as though the number of schools remained the same, the scholars had increased from 2,225 to 2,512.

In answer to this statement it was remarked that though the number of scholars had increased as compared with the preceding year; it was still below the number of those who attended the schools two years ago, when under the superintendency of the late Mr. Fink, a different system was pursued.

Comparative Statement of the Indigenous Schools in the Agra district.

	1845.	1846.	1847.	1848.
Persian Schools, ...	87	105	85	94
Ditto Scholars, ...	769	989	847	901
Hindee Schools, ...	156	179	122	113
Ditto Scholars, ...	1,634	2,072	1,381	1,611
Total Schools, ...	241	284	207	207
Ditto Scholars, ...	2,403	3,061	2,228	2,512

83.—Besides the 9 permanently paid school-masters, the exertions of 15 teachers were considered to have been praiseworthy and rewards amounting in the aggregate to 52 Rs. were accordingly sanctioned for them.

The Putwarries' schools had increased to 16 in number, all self-supported: out of 726 putwarries employed in the district, 169 had acquired a competent knowledge of field surveying, and 185 had read through and understood the Government school books.

FURRUCKABAD.*

84.—The report from this district was prepared with much care and diligence in Urdu by Narain Doss, formerly a teacher

* The district of Furruckabad contains two parcels of land held rent-free on Education tenures, both of these were granted under the Orders of Government, dated 24th January 1842. Their united extent is 77 acres, of the annual value of Rs. 423; and the proceeds are stated by the collector to be applied to the purposes for which the tenures were granted.

in the Futtehghur school, now Tuhseeldar of the Huzoor Tuhseel in that district.

Three of the schools have been established by Missionaries of the American Presbyterian Mission, and are conducted by seven teachers; nine more owe their existence to the exertions of the Deputy Collector Baboo Kalee Rai, the rest have been opened by the people and are supported by them.

85.—*Hindee Schools.*—There were 142 schools of this class; 18 of which were situated in the towns of Futtehgurh and Furruckabad, and 15 in that of Kunouj; of the remainder, 72 were found each in a separate village. In most of the schools in Kunouj instruction in Sanscrit was imparted, in all others, except in one of those in Furruckabad, nothing more than Hindee accounts was taught. The cause of this difference is obvious.

Of the teachers 83 were Kayeths, and 58 Brahmins; with reference to the scholars, Narain Doss remarked that those of the Rajpoot caste were few when compared with the amount of the population of that caste, and that the Kayeth scholars bore no proportion to the Kayeth teachers.

The number of schools in which Sanscrit was taught either with or without Hindee was 27. The course of grammatical study was occasionally very extensive; and the teachers more especially those at Kunouj were described as well versed in the Sanscrit language.

The Hindee teachers of the Pandey class were very illiterate.

In two schools, which were amongst those which have arisen under the auspices of Kalee Rai, both Hindee and Persian were taught. In the two Hindee schools which had been established by the Missionaries, the Scriptures were read in addition to the usual branches of instruction.

86.—*Persian Schools.*—Of these schools 50 were found in the towns of Futtehgurh and Furruckabad, and of the remainder, 63 were situated each in a separate village. The only striking fact exhibited in the tabular statement of these schools furnished by Narain Doss was the large number (51) of schools in Pergunnah Shumshabad. Of the teachers 7 were Kayeths and the rest Mahomedans. In 9 schools both Arabic and Persian were taught, in one Physic besides; in the rest instruction in Persian only was imparted.

The very large number of schools which had been established within the six months preceding the period of investigation is remarkable. It is probable that some misconception had prevailed among the people with respect to the views of Government in inquiring into the state of education.

Increase of schools in Futtehgurh and Furruckabad since 1837.

87.—In the report it was stated that in the year 1837 there were 39 schools including the one which had been established by Government, in the towns of Futtehgurh and Furruckabad. At the last investigation this number had increased to 60.

88.—*English Schools.*—The school supported by the American Missionaries, had taken up the position which the Government school had once occupied. It was conducted by 5 teachers, who imparted instruction to 104 scholars in the Scriptures, the English, Urdu, Persian, Hindee, and Sanscrit languages, and in Arithmetic, Geometry, Geography and History.

MYNPOORY.

89.—Mr. C. Raikes in forwarding the papers of this district, stated that the returns from Moostufabad and Munchunna had been examined by Messrs. Dick, Unwin and Christian, and that those from the other parts of the district might be depended upon as tolerably accurate.

The town of Mynpoory contained 13 out of the 152 schools exhibited in the returns. The Koran and a few works on Arabic Grammar were read in some of the Persian schools, but no exclusively Arabic school existed. Sanscrit was taught in 12 schools to Brahmins and high caste Hindoos. One English school was supported by the American Presbyterian Missionaries.

90.—*Persian Schools.*—Ten of the 86 schools of this class were in the town of Mynpoory. The number of Teachers was 86, and that of pupils 625, giving an average of about 7 pupils to each Teacher. Of the persons engaged in the work of instruction, 81 were Mahomedans and 5 Kayeths: the period employed in teaching varied from 2 months to 30 years. The average age at which the pupils entered school was 9 years 9 months, at the time when the enquiry was made it was 12 years 8 months, and at leaving 18 years 7 months: the average period of pupilage as exhibited in the table was 8 years 10 months.

The proportion of Kayeth to Mahomedan Teachers was nearly as 1 to 16; but the proportion of the pupils of the former caste to those of the latter was nearly as 2 to 1.

91.—*Hindee Schools.*—There were 66 of these in the whole district, 3 of which were in the town of Mynpoory. The average number of pupils taught by each Teacher was about 8. The teachers were of the following castes: 24 Brahmins, 34 Kayeths, 2 Bunnyahs, 2 Rajpoots, 1 Goshaien,

and 1 Kolee. The pupils included under the head of "other castes" were

12 Aheers.	1 Koomhar.
30 Kerars..	1 Mussalchee.
2 Naees..	1 Malee.
4 Jats.	2 Burhyes.
3 Khuttrees.	1 Goshaien.
3 Lodhas.	1 Chumar.
5 Sonars.	4 Korees.
4 Lohars.	1 Durzee.
1 Nonheera.	1 Unknown.
2 Misterees.	

92.—*Missionary Schools.*—There was one school of this description in the district. It was supported by private contributions, and under the immediate charge of the American Presbyterian Mission. It had been in operation for 4 years, and contained 78 pupils. English, Hindee, and Persian were taught, and the course of study pursued was satisfactory.

93.—*Miscellaneous Remarks.*—The number of schools of all classes throughout the district was 152, the total number of pupils 1,149; giving a little more than 7 pupils to each school, and the same number to each Teacher. The population of the district was 639,809, and the proportion of individuals under instruction to the whole population was 18 per cent. Taking 1-12th of the population, or 53,317, as the number of males of a school-going age, the proportion exceeded 2.15 per cent.

The general feeling in the district was unfavorable to literary pursuits even of the most humble and practicable character. The Rajah of Mynpoory and most of his family were utterly uneducated. No encouragement was given either to Persian or Hindee schools by the more

important zemindars; they might however be induced to educate their children. Knowledge was valued more by the middling classes than by the higher, who had not to earn their own livelihood. The indifference felt on the subject by the Rajpoots, who form a large portion of the proprietary classes, was manifest from the small number (89,) attending the schools.

The elementary works supplied by Government, with Kalee Rai's Khet Kurum and Cherunjee Lall's Insha, were under distribution to the intelligent landed proprietors, and the two latter works were expected to become popular from their interesting matter and characteristic usefulness.

Mr. Raikes suggested the compilation of a work of short moral Apothegms selected from Hindoo and Mahomedan writers, with an Oordoo translation and commentary; he was informed that a compilation of the nature suggested would be of much value if judiciously drawn up, but that it would require considerable research and an acquaintance with the works of the best native authors.

ETAWAH.

94.—Mr. Alexander furnished the report on this district from which the following particulars have been gathered, besides those inserted in the prefixed tables.

The total number of schools in the district was 105, Hindee, Sanscrit, Persian and Arabic.

95.—*Hindee Schools.*—These were found in 5 out of the 7 pergunnahs, into which the district is divided. Four schools were situated in the town of Etawah, and six in three villages; the remaining 30 were scattered over the district. Of the teachers 33 were Kayeths, 3 Brahmins, 1 a Rajpoot and 3 of

miscellaneous castes. The Kayeths indeed appear to hold almost a monopoly of the Hindee Schools throughout this and the neighbouring districts. The highest rate of remuneration was found to be in pergunnah Etawah, and the lowest in Phuppoond, being on an average 5 Rs. 14 as. and 1 R. 12 as. respectively.

96.—*Sanscrit Schools.*—These were 13 in number, of which 4 were situated in Etawah, 2 in Oryah, and the remaining 7 in as many villages; of the teachers 9 were Brahmins, and 4 Nao Pandeys, who also are a section of the Brahminical caste. One teacher held Maaffee land, and all depended chiefly for support upon their occupations as priests, physicians, or soothsayers. Mr. Alexander was of opinion that the independent circumstances of the teachers rendered their schools more permanent than those of Hindee.

97.—*Persian Schools.*—Of these schools the town of Etawah contained 18, and Phuppoond 7; two villages had two each, and the remaining 19 were found each in a different locality. All the teachers excepting 3 of the Kayeth caste were Mahomedans. The highest rate of remuneration was in Pergunnah Dehlie Jakhun, where two teachers realized an aggregate monthly income of 20 Rupees. A Persian master when he had occasion to absent himself from his school, often entrusted it to the care of one of his senior and most advanced boys, who officiated for him, and was addressed as Khalifa. The teachers were thus classified in the reports, with reference to their periods of incumbency.

From	20 to 30 years,.....	3 teachers.
,,	11 to 14 years,.....	3 teachers.
,,	4 to 8 years,.....	7 teachers.
,,	1 to 4 years,.....	20 teachers.
,,	6 months to 1 year, ...	11 teachers.
For	6 months or less, ...	4 teachers.

In the 4 Arabic schools, only the reading of the Koran was taught. The teachers and scholars were of course Mahomedans, and the former appeared ignorant, bigoted, and arrogant.

98.—Since the attention of the Government had been directed to the subject of education, the most ridiculous reports had been spread, evidently by interested persons, with a view to deter the people from accepting the means of improvement which were being placed within their reach. The ignorance of the Putwarrees, even as regarded their own duties, had been observed by Mr. Alexander, and measures had been taken to correct it. He had also endeavoured to establish an English school in Etawah, and had succeeded in obtaining a promise from the people of subscriptions to the amount of 100 rupees a month. The panic alluded to had forced him to abandon the project for a time, but he hoped soon to carry it into effect, as the alarm was already passing away, and the people appeared to be recovering their confidence.

CAWNPORE.

99.—The voluminous report and statements exhibiting the state of native education in this district were submitted by Mr. Montgomery the Collector.

The number of schools was 533, exclusive of the free school, and of those supported by Missionaries. Of these 179 were for instruction in Persian, 16 for Arabic, 280 for Hindee, and 58 for Sanscrit.

100.—*Persian Schools.*—In the city of Cawnpore alone, there were 58 Persian schools. Many of this class were located in the pergunnahs bordering on the Ganges, and but few in those on the banks of the Jumna, where the population is almost exclusively Hindoo. Many of the teachers were said not to give

themselves up wholly to the business of instruction, but to support themselves partly by petty employments, such as keeping retail shops, transcribing books, &c. Of the teachers 168 were Mahomedans and 26 Kayeths; the name and caste of one teacher were not found in the tabular statement. The course of instruction, as detailed in paragraph 11 of Mr. Montgomery's letter, was very extensive; but it appeared to show rather the variety of works out of which students selected those which they meant to study, than the extent of their reading. The majority of scholars probably did not go through one fourth of that course; the most diligent could scarcely have time to read the whole.

101.—*Hindee Schools.*—Of these schools 30 were situated in the city and cantonments. The pergunnahs in which Persian schools were most numerous, viz. those on the banks of the Ganges, possessed also the largest number of Hindee schools. Of the teachers, 249 were Kayeths, 18 Brahmins, 3 Mussalmans, one Rajpoot, 1 Bunnyah, 1 Chundal, 1 Kular, 1 Koree; the castes of 5 were not mentioned. The course of instruction was of two kinds; the one for Zemindars and Putwarees, the other for Mahajuns and Bunnyahs. The arithmetical tables and the simple processes of arithemetic were taught in the first instance to all; but after the scholar had mastered these, he practised mensuration and village accounts, or learnt the forms of hoondees, teeps, &c., the rule for calculating interest and discount, and book-keeping, according as he belonged to the former or the latter class. The large number of Kayeth teachers was curious as compared with the very small number (130) of scholars of the same caste. The children of Zemindars were very ignorant; many never learned to read, and those that did, learned for only a few months in the year when not employed in agriculture.

102.—*Arabic Schools.*—Only 42 boys learned Arabic in 16 schools, 13 of which were situated in the city and cantonments.

The scholars were all Mahomedans. The instruction imparted was not confined to the mere reading of the Koran, but embraced Grammar and other subjects. The Koran and the elementary works on grammar were read in some of the Persian schools also.

103.—*Sanscrit Schools.*—The whole district contained 58 Sanscrit Schools with 409 Scholars, 18 of which were located within the Pergunnah of Bithoor, which also contained a large proportion of the schools of Persian and Hindee. These were principally attended by Mahratta children, whose parents were about the Peshwa's person or resident in his Jageer, and whose masters received occasional presents, and in some instances a fixed stipend from that Prince: one of the Pundits was held in such repute, as to be in the annual receipt of several thousand rupees from his disciples in this and the neighhouring districts. The remaining schools of this class were scattered pretty generally over the district, the Pergunuah of Sheorajpoor excepted. The course of study was uniform, embracing Grammar, Lexicology, Astronomy, the Vedant, Logic, Dhurm Shastra and the Poorans. The instruction was, with one exception, gratuitous, and of the 57 teachers, who demanded no fee, 54 were Brahmins, 2 Goshaiens, and 1 a Kayeth.

104.—*Missionary and other Schools.*—There were 7 schools of this description, containing 345 scholars, of whom 49 in the Female Orphan Asylum, and 17 in the Government Schools were native Christian girls. Three of these schools were for instruction in English, 1 for Persian, and 3 for Hindee. The English schools, towards which the Government contributes rupees 400 a month, contained 29 Christian boys and girls, and 164 Mahomedans and Hindoos. In the missionary schools under the Rev. W. H. Perkins, the girls were taught plain and fancy needle work, knitting, &c. English, Urdu, and Hindee were taught, and the principles of Christianity explained to both sexes.

105.—*Miscellaneous Remarks.*—Mr. Montgomery considered Sanscrit and Arabic schools the most permanent, and the Persian Schools more so than those of Hindee. Persian scholars, he observed, were regular in their attendance, and when once they had left school seldom returned again; while students of Hindee, who commonly belonged to the agricultural classes, went and came as the seasons varied.

The sum of money expended annually by the people on education was calculated at Rupees 26,115, which gave an average of nearly Rupees 49 to each school. The wages of teachers seemed to vary generally between Rs. 3 and Rs. 7 per mensem; there being

53 teachers who received not more than Rs. 2 per mensem.
355 teachers who got between Rupees 3 and 7 per month.
42 .... do..... do.....7 and 15.. ditto
6 .... do..... do..... 15 and 30.. ditto

The Government school-books had been received with willingness by the people; and the hope was expressed that when they were more generally known, they would be eagerly sought for. Applications for 150 books had been received by Mr. Montgomery.

FUTTEHPORE.

106.—Mr. Muir's full and elaborate report on this district has been printed separately. The following are the most important particulars contained in it.

107.—*Hindee Schools.*—Of these schools, 131 were situated in as many separate villages, from which it was inferred that they were chiefly supported by the rural population. Of the teachers, 142 were Kayeths, and 34 Musulmans. The large number of Musulman teachers was consequent on the number of

Musulman proselytes in the district. Mr. Muir did not obtain any satisfactory data as to the period of pupilage, but from such as he did succeed in collecting, it appeared to vary from 4 to 7 years. The seventh year of age seemed to be regarded as the most, and the eighth year as the least auspicious period for sending a boy to school. The teachers were described as men of moderate abilities. The course of study was simple. As the foundation of it, the Bunnyah's system of accounts was taught first in every school. This was followed, where it was required, by instruction in the reading and wording of letters of advice and correspondence, and the forms of banking business; and in the smaller villages in the country, by instruction in village accounts. There occurred no instance in which any book or literary composition was read; the object of tuition being merely to give the power of communicating and interpreting the commonest ideas recorded in the usual colloquial language. Mr. Muir remarked that the children of Bunnyahs, Mahajuns, and Kayeths speedily mastered the course, as they had some definite object in view, but that the children of Zemindars and of parents of other castes remained long at school, and learned but little.

108.—*Persian Schools.*—No more than 65 of these schools were situated each in a separate village, and they were generally far more permanent than those of Hindee. Of the teachers, 120 were Musulmans and 9 Kayeths. Mr. Muir found the rates of remuneration to Hindee teachers to range highest in the Tehseeldarees of Kora and Ekdilla, and lowest in that of Futtehpore. In Persian schools this proportion was reversed. The Masters were remunerated either by wages or fees, the former mode prevailing in Persian schools, the latter in Hindee. Their miscellaneous receipts consisted chiefly of daily food, with presents received on holidays or festivals, and on the occasion of a scholar's marriage or of his commencing a new book. The two last mentioned sources of gain and the share of the Rubbee and Khurreef crops which

was sometimes given by such families as cultivated land, were peculiar to the Persian teachers.

109.—*Constitution and duration of Hindee Schools.*—The average period of the teacher's incumbency was found to be 2 years and 6 months; but this was too high, and showed the state of things too favorably, as the vast majority of the teachers had been employed within the twelve months preceding the period of investigation. It was however shewn by Mr. Muir, that the period during which the teacher had been engaged in teaching, did not always show the duration of the school itself, most of the schools being liable to constant intermissions and changes of place and teacher. Still, in most of the schools of less than one year's standing, the duration of the present teacher's incumbency was that of the existence of the school itself, and these were the real village schools.

Generally, in a village of what may, in a modified sense, be called reading people, a school always existed, though it was liable to change both in the teacher and the place of teaching, and perhaps to occasional interruption and suspension. Of this description were Hindee schools of the highest degree of permanence. The more common village schools were of very brief and uncertain existence, and were broken up either when the parents were obliged to employ their children, or the teacher, who was generally too ill supported to forego his fields, to occupy himself in the work of husbandry. The school then continued closed until either the old teacher returned or a new one re-opened it, but too frequently its career was finally terminated. Mr. Muir thought that most of the schools which had risen up within the preceding year, would thus be interrupted on the recurrence of the busier seasons of the year.

110.—*Occasions of interruption and seasons favorable to instruction.*—The most constant season for instruction was that which intervenes between the sowing and reaping of the rubbee

crops, viz. from November or December to March. After the gathering in of the rubbee harvest a short period of rest was obtained, comprizing May and a portion of the contiguous months, when study was renewed where the opportunities of education were at hand. The rains then were ushered in by the preparations of June for the arrangements of the new year, and as soon as the crops began to rise, juvenile labour was especially required for weeding. A season of relaxation succeeded, and the schools were recommenced and numerously attended from about August to November, when the gathering of the khurreef and sowing of the rubbee again engrossed the attention. Mr. Muir thought that in this manner from 3 to 5 months out of the year were on the average devoted to regular study.

111.—*Constitution and duration of Persian Schools.*—Persian schools, being more generally situated in towns and large villages, were on the whole more permanent than those of Hindee; but in proportion as they receded from such localities they assumed many of the characteristics of Hindee schools, though in a very modified form. Their permanency was principally affected by the behaviour of the party, who had first established the teacher, in whose house the school was held, and who usually subscribed the larger portion of the expense.

112.—*Sanscrit Schools.*—Of these schools Mr. Muir remarked, that they were without comparison more permanent than those of any other class. This appears strange when considered in connection with the fact that 44 out of 49 teachers not only afforded gratuitous instruction, but frequently supplied such of their pupils as came from a distance with the means of prosecuting their studies. But the majority of these teachers were maintained by contributions levied upon those who placed themselves under their religious guidance, by the performance of rites and ceremonies, and by the fees received on visiting assemblies, and it is likely that the pupils were for the most

part the children of those who thus indirectly contributed to the support of the school. The teachers were all Bráhmins.

113.—*Schools for formal Arabic.*—Of these schools, which were 5 in number, nothing more was mentioned than that the scholars read and committed to memory the Koran and certain Separas without understanding what they meant.

114.—*English School.*—This school was in the town of Futtehpore and was supported by private contributions; the teacher had been a student in the Agra College. Owing to his long sickness and absence, the attendance had been reduced from 70 or 80 to 37. Seventeen boys studied only the Oriental languages, 6 only English, and 14 pursued both branches of study.

115.—*Domestic Education.*—Mr. Muir considered that in estimating the extent of education throughout the whole community, a small allowance ought to be made for domestic instruction, but that this addition would not make any important change in the results already stated, as this species of education was very limited, and had actually in many cases, where it assumed an open and regular form, been included in the returns.

HUMEERPORE.

116.—The report and returns of this district were prepared and forwarded by Mr. R. Money, the Officiating Deputy Collector, who obtained the particulars through the Tehseeldars from the putwarrees. The returns shewed 118 schools, of which the town of Humeerpore contained 1 Hindee, 1 Sanscrit, and 2 Persian schools.

117.—*Hindee Schools.*—There were 86 schools of this class with as many teachers, 77 of whom were Kayeths, 7 Bráhmins,

1 a Hujjam, and 1 a Bunnyah. The number of pupils attending these schools was 988. Instruction in Sanscrit was afforded in two of them, Persian was studied in one, and both commercial and agricultural accounts were taught in 50.

118.—*Sanscrit Schools.*—The total number of schools of this kind was 14. The number of scholars receiving instruction was 90, of whom 82 were residents of the villages in which the schools were held; the remaining 8 came from the neighbouring villages. The books read were such as generally form the course of Sanscrit study in village schools.

119.—*Persian and Arabic Schools.*—There were 11 Persian schools, and 1 in which Arabic was exclusively taught. Of the teachers 1 was a Kayeth, 1 a Rajpoot, and the remaining 15 were Mahomedans.

120.—*General Remarks.*—There was scarcely a putwarree in the district who was not a Kayeth, yet the pupils of that caste were few in comparison with Brahmins, Bunnyahs, and Rajpoots. The putwarries generally instructed their children themselves. Not a single school house, nor any place exclusively appropriated to educational purposes existed in the district; the schools were generally held at the master's door, or in the house of one of the scholars.

CALPEE.

121.—The returns from this district were furnished by Mr. Pearson, the Joint Magistrate and Deputy Collector, who reported that he had postponed the transmission of his statements for 8 months, in order to test fully the accuracy of the information afforded.

The following are the most important particulars in addition to those given in the tables.

The whole district contained 86 schools, of which 5 Hindee, 7 Sanscrit, 5 Persian and 5 Arabic schools were located in the town of Calpee. They were conducted by 86 teachers, and the number of pupils taught was 930.

122.—*Hindee Schools.* Of this description there were 46 in the district. The town of Calpee had 5, and the town of Koonch 4. Of the teachers, 43 were Kayeths, 2 Mahomedans, and 1 a Brahmin; they were without exception, possessed of ability just sufficient for their work. The average period of pupilage was very low, amounting to 2 years and 9 months, but this was ascribed to the poverty of the people and the want of permanency of the schools. Few of the pupils ever went through a complete course of study, while many were satisfied with a very low degree of proficiency. The course of study comprised the simple Rules of Arithmetic, Spelling, Reading, Writing, Agricultural and Commercial Accounts, and in a few cases the rudiments of Sanscrit Grammar. No building was exclusively appropriated for the purposes of a school. Nine of the teachers, who held the office professionally in the towns and large villages, taught at their own houses; the others at the houses of the Zemindars, Bunnyahs, Mahajuns, or other influential persons through whose patronage they were supported.

The causes which generally led to the abandonment of a Hindee school were the absence of the boys during the season of agricultural labour, or the discontinuance of the attendance of those who were supposed to have completed their education, and the consequent diminution in the incomes of the teachers, who were thus driven to seek a competency in some other employment. To give some idea of the instability of these schools, Mr. Pearson mentioned that 7 of them

had been closed altogether in one pergunnah within the 8 months, during which his attention had been particularly turned to that subject.

123.—*Persian Schools.*—The Persian schools were 15 in number, and 103 boys attended them. Five of these schools were located in the town of Calpee. Of the teachers 13 were Mahomedans, 1 was a Kayeth and 1 a Rajpoot, but none possessed qualifications sufficient to rank them among scholars. Eleven taught at the houses of their principal supporters. The average age at which the pupils entered the schools was 11 years 3 months, and that at which they left 16 years, a term of pupilage which will sufficiently indicate the standard of their acquirements. The Persian schools were more permanent than the Hindee, as the pupils belonged to a class which was not disturbed by agricultural operations.

124.—*Arabic Schools.*—The only 5 schools of this class were located in the town of Calpee. They were said to have been recently established, and formal Arabic alone was taught in them to 46 boys. The average age at which the pupils entered school was 10 years 2 months, that of their leaving being 14 years 10 months.

125.—*Sanscrit Schools.*—One out of the twenty schools of this kind was located in the town of Calpee, and in this 8 pupils were instructed. The works read were of the usual description. The Sanscrit schools were less liable to change than the Hindee and Persian, being subject scarcely to any interruption except the occasional absence of masters or pupils on their private affairs.

126.—*General Remarks.*—The system on which the schools in this district were regulated was similar to that noticed in Futtehpore. The schools were few in number, their existence was precarious and the course of instruction inferior. In the

larger schools located in the towns the incomes of the teachers were derived chiefly from fees; in the villages they received fixed salaries. Literary research or scientific attainments were looked for in vain. Knowledge was not appreciated by the people, and no anxiety was evinced to obtain an end which did not appear to them important. The poverty of the lower classes was said to be the cause of their mental degradation, but they had begun to perceive how materially education was conducive to success in life. This improvement was attributable in some measure to the books issued by the Government, and the attention given to the subject; but the publication of moral works, and the introduction of moral instruction, could alone effect the change so extremely desirable.

The following table in Mr. Pearson's Report gives the number of boys of each caste in the whole district, and thus affords the means of arriving at a satisfactory result in instituting a comparison between the numbers of the instructed and of the ignorant.

Pergunnah.	Mahomedans.		Brahmuns.		Rajpoots.		Kayeths.		Bunnyahs.		Other Castes.		Total No. of Boys in District.	Total No. at School.
	No. of Boys.	No. of Scholars.	No. of Boys.	No. of Scholars.	No. of Boys.	No. of Scholars.	No. of Boys.	No. of Scholars.	No. of Boys.	No. of Scholars.	No. of Boys.	No. of Scholars.		
Calpee,.....	1,163	84	459	135	528	38	140	26	623	51	4,133	58	7,246	392
Jalalpore,....	685	2	1,000	83	5,966	35	123	27	700	19	5,512	56	13,986	222
Koonch, ...	333	30	891	128	70	2	137	7	472	46	5,421	103	7,322	316
Total,....	2,181	116	2,550	346	6,564	75	398	60	1,795	116	15,066	217	28,554	930

BANDA.

127.—No report accompanied the returns from this district, which contained in all 135 schools. Of these 34 were held in the town, and 14 in the Pergunnah of Banda, and 8 were devoted exclusively to the study of Sanscrit.

128.—*Persian Schools.*—The returns shewed that there were 42 schools of this description. Of these the town of Banda possessed 25, and the Pergunnah 2. It did not appear that Arabic was taught in any of them. Of the teachers 41 were Mahomedans and 1 a Kayeth. All the Mahomedans received fixed allowances; but the Kayeth Teacher, a Wasil Baqee Nuvees, taught gratuitously. Their average monthly income was about Rs. 3-10. The longest period employed in teaching was 25 years; the shortest 1 month. The books read in these schools were of the ordinary kind.

129.—*Hindee Schools.*—Of this class there were 85 schools on the returns, of which 9 were situated in the town and 11 in the Pergunnah of Banda. In 6 of these schools Sanscrit instruction was also afforded. The teachers, 85 in number, comprised 21 Brahmins, 54 Kayeths, 9 Mahomedans and 1 Rajpoot. Twenty afforded instruction gratuitously; 65 received wages. The average income of each teacher was Rs. 2-9. The number of pupils was 803.

130.—*Sanscrit Schools.*—One of these schools was situated in Pergunnah Banda, and 7 in Pergunnah Seonda. The teachers were all Brahmins; 5 had been engaged in the work of instruction for 10 years and upwards, and 2 for 5 and 8 years respectively; one teacher received a fixed allowance of Rs. 10 per mensem, the other 7 taught gratuitously. The pupils, 69 in number, were all Brahmins, and their average period of pupilage was found to be 12 years 4 months.

ALLAHABAD.*

131. In his Report on the state of Indigenous Education in this district, Mr. Monckton furnished statistical details, of which the following are the most important in connection with those inserted in the prefixed Tables.

The schools throughout the district numbered 446, viz. 281 Persian, 99 Hindee, 61 Sanscrit and 5 Arabic. They were conducted by 448 teachers, and attended by 3488 boys. Of the teachers, 318 were Mahomedans, 62 Brahmins, 63 Kayeths, and 2 Bunnyahs, 1 was a Rajpoot, 1 a Khuttree, and 1 a Bhat. The Persian and Hindee teachers received remuneration in wages, fees, food, and presents; the Sanscrit teachers taught gratuitously. The highest average age of the teachers was 43 years; the lowest 35. The highest and lowest ages at which the boys entered the schools were

	Highest.	Lowest.
Sanscrit.....	13 years 9 months.....	7 years
Hindee.....	13 „ 7 „	9 „
Persian and Arabic.....	12 „ 3 „	7 „

Besides the schools above noticed, there was a Mission College, a Female Day school, and 7 Bazar schools, supported by the American Mission. The College contained 150 boys; the Day schools 60 girls. The Bazar schools were maintained at a cost of about Rupees 66 per mensem, and the number of boys attending them was 300. Excepting the school house transferred to the American Missionaries by Government, no building was set apart for educational purposes.

* The villages of Ahmudpoor, Asravee Kullan, and Bureetee, each contain a school supported by a rent charge on the neighbouring villages. The whole sum amounts annually to 428 Rupees, and is paid by the Zemindars in excess of the Government revenue. The schools were attended by 89 pupils.

132.—*Miscellaneous Remarks.*—A comparative statement between the years 1845 and 1847 shewed that the number of Schools in the district had increased by 41 during the interval, but that the number of pupils had fallen by 154.

GORUCKPORE.*

133.—The Report for this district was forwarded by Mr. Tucker the Collector, who remarked that with the exception of some Brahmins to calculate fortunate moments, some Kayeth Officials and a few respectable Mahomedans, a population of 2½ millions was in a state of utter ignorance.

The whole number of Schools in a district, the area of which is more than 7,000 square miles, was 428, with an attendance of 3,808 scholars, of whom 2,239 were Brahmins and 775 Kayeths.

134.—*Persian Schools.*—These were 243 in number, chiefly attended by Kayeths and Mahomedans; the language was very imperfectly studied, and the books and subjects read were not of a very useful class. The putwarrees' books had been well received in some parts of the district, but would have proved more acceptable in others if the Kayethee character had been used instead of the Sanscrit, as the people found some difficulty in reading the latter. The Dowlut-i-Hind, a work on gardening and agriculture by Mr. Fenwick, was said by Mr. Tucker to be much approved of.

* Mouzah Luckmah in the Goruckpore district was granted by Asaf-oo-dowlah in 1190 F. S. to Heeranund pundit for the expenses of a Patsalah. The village contains 1482 acres and its average jumma amounts to 1228 Rupees. It is now held by Radho Krishn, Sere Krishn, and Juddoo Ram pundits, who instruct upwards of 26 pupils. The proceeds are spent in supporting pundits, feeding the poorer pupils, and relieving mendicants; and the village contains a Shewala and two school-rooms.

135.—*Hindee Schools.*—The correctness of the returns of these schools appears doubtful. They were stated not to exceed 15 among a Hindu population of more than two millions. Mr. Simson however attempted to account for this apparent improbability by noticing the extent to which domestic education in Hindee was carried throughout the district. In such schools as had been visited the course of instruction was narrow and inferior, but the Hindee schools seemed more susceptible of improvement than those of Persian, as their teachers showed less self-confidence and presumption.

136.—*Sanscrit Schools.*—These were 170 in number. Both teachers and scholars were Brahmins, and instruction was in all cases afforded gratuitously.

137.—*English Schools.*—There was one school of this kind in the district, under the superintendence of the Church Missionary Society. It was established about the end of 1844, and was supported partly by the funds of the Mission and partly by private contributions. The pupils were instructed in the tenets of Christianity, as well as in the most useful branches of education, and the institution promised to be useful.

AZIMGURH.

138.—The elaborate report on this district was prepared by Mr. J. Muir, the Collector, from the statements of his Tehseeldars, some of which had been tested by his own private Pundit, and by the Moulvee of the Azimgurh school, whose enquiries led to the conclusion that the number of scholars had been somewhat overstated in the returns. The Pergunnahs of Nizamabad, Mahul, Devgaon, and Sekunderpoor, contained the larger number of schools.

139.—*Persian Schools.*—Ten of these were situated in the town of Azimgurh, and the remaining 151 in 125 villages. The teachers were all Mahomedans, with the exception of four, whose castes were not stated. Mr. Muir noticed 19 different modes of remuneration, of which the practice of giving cooked food daily to the teachers appeared to be the most common. Fees on beginning a new book, presents on occasion of marriages, and gifts of cold weather clothing were also usual. The attainments of the teachers were as limited, and the study of any branch of science as unusual, as in other districts. Arithmetic was expressly mentioned as a subject of instruction in only five schools. The instruction in one school was confined entirely to the Koran; in 20 it extended to the elementary books, as the Kureema and Muhmoodnamah, which were almost invariably learnt by rote; while in some of the remaining schools it embraced the most difficult Persian and even Arabic works. The school at Abrowlea, supported by Mr. G. Norton, contained 25 boys, whose studies were the same as in the other schools.

140.—*Hindee Schools.*—The number of these schools was 21, and of these only one was situated in the town of Azimgurh; the remaining 20 were found in 19 villages. Most of the teachers were Kayeths, but one was a Mussulman. The number of scholars was 179, of whom 82 were Bunnyas and 42 of "other castes." The large proportion of Bunnyas shewed that commercial accounts were principally taught. No specific mention was made of agricultural accounts, and though books were mentioned as taught in two Schools, their titles were not specified. From the paucity of Hindee scholars Mr. Muir was of opinion that domestic instruction must be carried on to a considerable extent in the district. The people were found unable to read any printed character, whether Nagree or Kayethee, with ease, being accustomed to written characters, without the upper horizontal line, and of a more familiar shape and larger size. In regard to the language of such books as

Government might publish for the people, Mr. Muir recommended that it should "not be of that Sanscritized character, which is the most easily acquired and composed, but the natural language of the people; the difference between the two being much the same as that between Latinized and pure Saxon English."

141.—*Sanscrit Schools.*—Their number was 67, and they contained 592 scholars, all but ten of whom were Brahmins. Only one of these schools was found in the town of Azimgurh; the remainder were scattered over 58 villages, 51 of which had one school each. The teachers were all Brahmins, and taught gratuitously, supporting themselves by cultivatiug land, reciting Puranas, performing religious ceremonies and other occupations: four of them maintained their pupils. The course of study in these schools embraced Grammar, Lexicology, Poetry, Law, the Puranas, Hymns of worship, ceremonial observances, Arithmetic and Astrology. Of these grammar appeared the favorite study, and the Tehseeldar's statement shewed that in some cases it was vigorously pursued; but the result of the trial to which Mr. Muir subjected some of the pundits proved, that while some of them had a considerable knowledge of the Sanscrit language, others were unable even to spell with accuracy. Besides the grammars on the system of Panini, the more popular and simple works, entitled the Saraswata and Chundrika, were widely read by those who could not spare time for the more scientific and comprehensive works. Mr. Muir found the few students of grammar whom he examined, unable to explain easy Sanscrit works that they had not previously seen, but he did not consider this circumstance as indicating that they had not mastered whatever they had been taught, but rather as proving the formidable difficulties with which their study was encumbered. He considered this study as eminently deserving of encouragement, being unconnected, except in its fabulous origin, with the superstitious or erroneous theology of the country, and therefore in itself of a decidedly liberal class.

Astrology, next to grammar, was the most common subject of instruction, and its professors were in high request among the Native community; the works on this subject most in repute were the Shegrabodh and Muhurt Chintamaní. The Puranas, that extensive class of works, the most popular of which is the Bhagavata, were also the subject of attention, as they were much read in the houses of private individuals, or within the precincts of the temples. Those who followed this occupation were generally of no great learning; and when they were engaged to recite a Purana, their practice was to read and interpret so many verses or cantos every day, until the whole of it, or the portion selected, was concluded. The other branches of learning were pursued in few schools. Poetry in especial was much neglected, and this was to be lamented, as though mythological in its subjects, it was yet generally studied with much the same general view as among ourselves. On the effect of the study of Sanscrit on the rural population Mr. Muir observed, that those who had received a Persian education doubtless entertained more rational and practical ideas than they could have derived from Sanscrit authors, but that Sanscrit students, imbued as they were with thoughts, images and sentiments, which had been transmitted, in language copious and expressive, from the best days of Hindoo civilization, did undoubtedly aid in the diffusion of knowledge among the rustic population around them.

Mr. Muir had less hope of being able to effect any general improvement in these schools than in those of Persian and Hindee, as the general aims of Sanscrit students rendered them less open to the influences which act upon the other classes of the community. He, however, thought there was ground for the expectation that as the vernacular literature improved by the introduction into it of works of useful information written in an attractive style, it would force itself upon the attention, as well of Sanscrit teachers and students, as of other classes. This improvement of the native literature was an object worthy

of serious attention, for the Pundits were now guided in their orthography by the ear alone, and yet they were almost the only persons in the villages competent by their knowledge to teach the correct use of the vernacular.

The books supplied by Government had sold very well, and those in Oordoo better than those in Hindee.

JOUNPORE.

142.—The tabular statement, exhibiting the state of the indigenous schools in this district, was forwarded by Mr. C. R. Tulloh, the Collector. Besides the particulars which have been inserted in the prefixed tables, the following facts were gathered from it.

143.—*Persian Schools.*—Of these schools 38 were situated in the city and its environs; the remaining 56 were found in 43 villages, 37 of which had one school each. With the exception of two Kayeths, the teachers were Mahomedans. In three schools, one of which contained 79 scholars, formal Arabic was taught, and in 91 Persian, with or without Arabic.

144.—*Hindee Schools.*—In this class Sanscrit schools were also included. Eight of them were in the city of Jounpore; the remaining 18 were found in 14 villages. Of the teachers 17 were Brahmins, 6 Kayeths, 1 a Rajpoot, and 1 a Kandoo; the caste of one teacher was not stated. In 17 schools Sanscrit was taught, in 7 commercial accounts, and in 2 Hindee spelling. The course of Sanscrit study embraced many difficult works on grammar, and was extensive, owing probably to the proximity of this district to that of Benares, the seat of Sanscrit learning in these provinces.

MIRZAPORE.

145.—The report and returns from this district furnished the following particulars in addition to those given in the Tables.

There were 80 schools in the district, of which the town of Mirzapore possessed 51, and that of Chunar 8. At the time when the Report was under preparation 1121 boys were found present, but 193 additional pupils were given in the returns under the head of absentees.

146.—Of the 24 Persian schools, 11 were situated in the town of Mirzapore, and 5 in Chunar. Of the 32 Hindee, 22 belonged to the city of Mirzapore, and 3 to Chunar, and of the Sanscrit 18 were in Mirzapore. The teachers were generally men of limited abilities; among those who taught Persian, 16 were Mahomedans, 5 Kayeths, and 3 Brahmins; among the Hindee teachers 2 were Brahmins, 21 Kayeths and 1 was a Kular; the castes of the rest were not specified. The Persian teachers continued in their occupation so long only as they had no other means of subsistence, the average period of their employment being 4 years; but some of the Hindee teachers had been long engaged in the work of instruction, the average time during which they had been thus employed being 14 years. The instruction afforded in all the Sanscrit schools but one was gratuitous, and the majority of the pupils were even supported by their teachers, who considered themselves sufficiently remunerated by the petty services of the boys. The object of Sanscrit instruction was chiefly to enable the students to practice as Priests, and such works alone were read as conduced to this end.

147.—Of the 80 schools noticed above, 1 Persian, 1 Sanscrit, and 5 Hindee schools were under the superintendence of the London Missionary Society. The native community had also lately subscribed to found a free school for instruction in English, Hindee, Oordoo, and Persian, under the supervision of the Rev. Mr. Mather, and the Collector expressed

his belief that under its present management the "Mirzapore Free School" would become highly useful.

BENARES.*

148.—In 1848 an agency, similar to that sanctioned for the Bareilly district, was organized for superintending the indigenous education of the Benares and adjacent districts, and Mr.

* The following extracts from a minute of D. McLeod, Esq. late Collector of Benares, are of much value at the present time, when the attention of many is being directed to the encouragement of village education, as shewing the views held by an able and intelligent officer who has paid much attention to the subject.

"The amount of renumeration received by the teachers is exceedingly small, averaging much below 5 Rs. per mensem, and I do not believe that with all perquisites and payments of every sort the generality of Hindee teachers receive so much as 60 Rs. a year. The status of the village teacher is therefore a very humble one: though regarded with kindness and some degree of respect, he is not, unless he be a Brahmin or village astrologer, so important a person as the Putwarree, whose receipts are for the most part considerably larger, his functions of much more apparent and immediate importance to the body of the people, and his office consequently much more eagerly sought after. It will be found however in the interior, that the greater portion of these teachers are from the same class as the Putwarrees and related to them; and, as before observed, in not a few cases the Putwarrees themselves give instruction in their leisure hours.

"The aim and object of Government in regard to these institutions are doubtless twofold; first, the increase of their number by direct effort, as well as by stimulating the energies of the people themselves towards their more effective maintenance, and secondly, to raise the character of the instruction afforded in them or at all events in some of them. These objects, though separately stated, must no doubt in practice be treated in a great measure as bearing on each other; and however simple they may appear, it will be found that they require much delicacy and tact in their prosecution, to avoid altogether changing the relation which these institutions at present hold to the community; a danger which it appears to me should be most carefully watched and guarded against.

"I have observed a great tendency on the part of the people, where monthly payments have been made or promised by Government or its functionaries to teachers whom they have heretofore paid themselves, to regard the school as converted into a Government one, and to discontinue their own

Tresham, a master of the Benares College, was placed at its head, with four sub-inspectors under him.

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payments, ceasing also perhaps at the same time to feel in it the same kindly interest which they did while managed and supported entirely by themselves, and this may be more or less the case even where they have themselves solicited aid from without, and rejoiced when it has been given; so strong is at present the disposition of the people to fall back upon government support in all things, with a view to relieving or excusing themselves. Tact and judgment will no doubt enable us to avoid this, but it is nevertheless desirable that the danger be pointed out.

"The mode however, in which it may most effectually be obviated, is unquestionably and I think manifestly to do all that we may do through themselves, especially their heads, and to do all in our power to make these feel a pride and a pleasure in advancing such undertakings. In this view of the case, I was early impressed with the belief, that whatever aid Government might give in a direct form, should either be given in the form of a plot of rent-free land, when the Zemindar might consent to this, (a mode of remunerating village teachers, hallowed in the minds of the people by the usages of ages) or be dispensed through the instrumentality of the head of the village, or the principal resident cultivator.

"A piece of rent-free land, valued at 10 Rs. per annum, would without doubt give the office of village teacher such a degree of importance and stability, as it does not now possess, and so far from being regarded as an interference by the people of the village, would be looked upon as rendering him more completely their own; and this in a manner peculiarly congenial, as being familiar and traditionary with them. Though a remission to this extent must in this case be made to the Zemindar; yet if the amount were repaid from the educational department, no change in the rent roll need be involved. If five such grants were made in each pergunnah of Benares, the monthly charge would be 75 Rs. which is not I believe more than the sum, by which the monthly outlay, which Government was at first prepared to grant, exceeds that which has been actually incurred; while I am very strongly impressed with the conviction, that in no other mode could the same amount be so effectually applied.

"Next, as to our employing the heads of the villages as our instruments, I believe it to be almost impossible to over-estimate the importance of the aid, which these can render for such purposes, where the old Zemindars remain in possession, or the village is owned by some one, who makes common cause with the inhabitants; and to such villages alone would I at present restrict our efforts. To interest these in the measure, I would propose yearly to send to them for delivery to the teacher in the presence of the inhabitants a small article of dress, or other present, valued about 5 Rs. or less, address-

149.—From this gentleman's report, which was forwarded to Government in March 1849, it appears that the city of Benares, as might have been expected from its wealth and reputation, ranks higher than any other town in the N. W. P. in the possession of the means of instruction for its inhabitants. This however is far from being the case in the interior of the district, and the following table will shew the very wide difference, which exists between the position of the urban and rural population in this respect.

Description of Schools.		City.		District.	
		Schools.	Scholars.	Schools.	Scholars.
Indigenous Schools.	Sanscrit, ...	193	1939	32	213
	Hindee, ...	39	839	48	498
	Arabic,.....	28	149	0	0
	Persian, ...	50	263	42	273
	Missionary,.....	10	1020	2	82
	Government, ...	1	213	0	0
	Total, ...	321	4423	124	1066
No. of males of a School-going age, ..			16,000	———	45,820
Proportion per cent. of Scholars to do.			27	———	2.4

ing him for this purpose by Perwannah; and when no rent-free grant had been made to the teacher, I would send at the same time and through the same channel a yearly present in cash of the same amount, as it has been proposed to give in land.

"Besides this, in all cases where the Zemindar had exerted himself commendably in the matter, I would summon him to the Sudder station at the Dussehrah, and present him with a turban or Siropa, as a token of approval, along with the above perwannah and present for the teacher, and as several might be summoned about the same time, the ceremony should be made as interesting and effective as possible. Even now, if the Inspector of schools can point out any Zemindars, as having particularly exerted themselves in this matter, I believe, that if the Government functionaries would adopt this mode of signifying to them their cognizance and approval, it would be exceedingly gratifying to them, and would prove productive of the best effects."

150.—Of the indigenous schools those of Sanscrit were found to be far superior to the others in the variety and extent of the information imparted at them, and were exclusively attended by Brahmins, with one exception, where a Rajpoot teacher instructed seven Rajpoot pupils in Rajnit and Amar Kosh. In the Hindee schools the multiplication table and Kayethee writing were the staple subjects, though occasionally instruction in reading from printed books was also given. In those of Persian Urfi was the highest and the Kureema the lowest book read, but Arithmetic was entirely neglected. Sanscrit was taught gratuitously, and more from religious than secular motives, while the rate of renumeration of the Persian and Hindee teachers varied from 6 to 1 per mensem in addition to their daily food and occasional presents from the parents of their pupils.

151.—The boys attending these schools were, with the exception of the Brahmin Sanscrit students, principally of the Bunya and Kayeth classes; the former of whom sought little more than such a knowledge of arithmetic and writing as would enable them to keep their books of account, while the latter aimed higher, and studied to qualify themselves for Government employment, or the situations of accountants, confidential writers, &c. Few of the strictly agricultural classes showed any desire to secure to their children the benefits of education.

The age of the pupils of the Persian schools was found to vary from 7 to 19 years, while the oldest scholar attending a Hindee school was under 15 years of age. To the students of Sanscrit it was found impossible to assign any particular age, as boys and old men were often found studying the Shastras together.

152.—Contrary to the opinion generally held Mr. Tresham was inclined to consider that Hindee schools were of a more permanent nature than those where Persian was taught, a circumstance which he attributed principally to the comparative largeness of the constituencies by which the schools of the

former class are supported, which renders the removal of one or two boys a matter of no moment to the teacher, while a Persian master generally looks for his remuneration to one or two principal people of the neighbourhood, and when their children have completed their education, moves away to some other locality, to which he may have received an invitation.

153.—During the period of his appointment, Mr. Tresham had succeeded in introducing Ram Surn Das's series into nine Hindee and six Persian schools. He had also established three Hindee teachers in favorable localities at a total expense of 15 Rs. per mensem, and their schools already numbered more than 120 boys, a degree of success which evinced the willingness of the people to avail themselves of the means of education when offered to them.

GHAZEEPORE.

154.—No report accompanied the returns from this district, but the Collector stated that he had personally tested the accuracy of the information furnished.

155.—*Persian Schools.*—These were 159 in number, and were attended by 969 students, 519 of whom were Kayeths, and 356 Mahomedans. The average monthly income of the teachers was Rs. 3-8-0, and the average period of tuition 10 years.

156.—*Hindee Schools.*—144 of these were attended by 1283 pupils, among whom the proportion of Rajpoots was unusually large; the income of the teachers averaged 2-8 per mensem. Of the Sanscrit schools there were 86, with 937 scholars. All of these were Brahmins, and the instruction was universally gratuitous.

The whole number of pupils attending the 389 schools was 3,139 or 3.6 per cent. on the male population of a school-going age.

Non-Regulation Districts.

Remarks.
* Period for 1 not given. Average struck from 5 Schools. The rest not given.
† 9 not inserted in the return.

Non-Regulation Districts.

Situation of two Schools not given.

‡ Average struck from 7 Schools. The rest not given in the return.

§ Period for one School only.

Period of the existence of two Schools not given.

Period of the existence of 28 Schools not given.

Average proportion of area to each School in the

male Children nstruction.		Percentage of Scholars to No. of male Children fit for instruction.	Area in square statute miles.	Average Area to each School.
indoos.	Total.			
756	856	3.4	1,857.9	26.9
173	178	0.6	2,428.2	202.3
668	747	2.0	6,237.8	61.1
348	455	2.4	1,459.2	19.9
207	230	1.1	501.9	26.3
870	1073	5.7	2,029.5	36.3
72	287	3.0	3,017.7	131.1
34	37	1.4	673.8	336.9
523	532	5.4	6,962.9	58.5
3,651	4,395	2.5	25,168.9	53.0

SAUGOR.

157.—The report on the village schools of the Saugor district was furnished in the vernacular by Captain Hamilton the Deputy Commissioner.

Out of the entire number of 70 schools there were 7 of Arabic and Persian, and 12 of Sanscrit and Hindee in the town of Saugor, in which was also located the only purely Arabic school, though in 3 others that language was found conjointly studied with Persian. The Goolistan and Bostan were the most popular books read. Seven schools within the district were classed as Sanscrit schools. In all the rest Hindee was taught also. The Sanscrit books used were, with the exception of the Raghu Vansh, of an elementary class, while Arithmetic, Rajneet, and the Hindee Alphabet, were taught in the Hindee schools.

DUMOH.

158.—Lieutenant Tulloh, Deputy Commissioner of Dumoh, furnished the returns for this district, which, though consisting of 1883 towns and villages, contained only 12 schools (10 Hindee and 2 Persian) with 178 pupils. Two of the teachers were Mahomedans, 5 Kayeths, 4 Brahmins, and 1 was a Byragee. Among the pupils were found none of any other caste than the Mahomedan, Brahminical, Kayeth and Bunyah. The highest number of pupils attending one school was 46, the lowest number 3. The period of pupilage was not given either in the report or returns. The teachers were said to be men of the most moderate attainments, and the instruction afforded was merely of an elementary character. The course of study was confined to commercial accounts with reading and writing. Some desire for education was found among the Brahmins, Bunyahs and Kayeths, but the other

castes, which comprised the bulk of the population, rested satisfied in their ignorance. Of the more educated classes few cared for the services of a teacher, preferring to teach their children at their own homes whatever little knowledge they themselves might possess.

JUBBULPORE.

159.—The district had 102 schools, of which 2 Persian and 7 Hindee were situated in the town of Jubbulpore. Of the Persian teachers 10 were Mahomedans, 3 Kayeths, and 1 a Brahmin. Of the Hindee masters 37 were Brahmins, 19 Kayeths, 1 a Rajpoot, 3 Bunyahs, 4 Koormies, 1 a Bhat, 1 a Soonar, 2 Poorees, 1 a Lodhee, 1 a Byragee, 1 an Aheer, 1 an Ahwasee, 1 a Bukkal, 1 a Koondera, and 1 a Behra. The castes of 14 were not given. The course of instruction in the Persian schools was chiefly of an elementary character. In those of Hindee it was confined to writing and accounts and to the reading of a few Hindee, Mahrattee, or Sanscrit works.

SEONEE.

160.—The number of schools found in this district was 79, containing 457 pupils.

161.—*Arabic Schools.*—In the 5 Arabic schools nothing but the Koran was studied. Three of them were held in Musjids and two in the teachers' own houses. Such schools were confined to the towns of Seonee and Chanara in pergunnah Lucknadoon; none existed in any of the villages.

162.—*Persian Schools.*—Of the 12 Persian schools 8 were taught by Mussulmans and 4 by Hindoos. They were all situated in towns or large villages where Government Officers were posted, and the books taught were chiefly of an elemen-

tary character. In the town of Seonee however there was one Persian school in which the following works were read: Boorhan Katai, Secundur Namah, Char Goolzar and Ushrah.

163.—*Sanscrit Schools.*—Two of the Sanscrit schools were held in the town of Seonee, 13 were found in the town of Mandla, and the remaining two in two villages of that pergunnah. All the teachers were Brahmins except one, a Kayeth, who alone received any remuneration, the others considering it meritorious to impart religious instruction gratuitously.

Some of these schools were stated to be of long standing, and in pergunnah Mandla, where 15 of them existed, none of any other description was found.

164.—*Hindee Schools.*—Of the teachers in the 36 Hindee schools 25 taught gratuitously, but, with the exception of one school in Mouzah Putmapoora in which the doctrines of the Kubeer Punthee sect were taught, the instruction given was confined to Arithmetic. In pergunnah Lucknadoon there were 22 Hindee but no Sanscrit schools.

165.—*Mahratta Schools.*—Four Mahratta Schools were found in pergunnah Kurola, and 3 in pergunnah Kutkee. The teachers all received a fixed pay, and were supported by the Malgoozars of the villages. The low state of Education in this district, according to the Tehseeldar of Seonee, was consequent on the prevalent caste of the population, as Gonds and Aheers cared little for learning anything else than Bhoot Vidya, with which it was thought necessary that some member of each family should be acquainted.

NURSINGPORE.

166.—Of the 19 schools within this district, the town of Nursingpore possessed only one.

Five of the Persian teachers were Mahomedans; one was a Kayeth. Of the Hindee teachers 4 were Brahmins and 9 Kayeths. In one of the Hindee Schools some Sanscrit works were read.

The books read and the subjects studied throughout the district indicated that the standard of instruction was very low, The Government School books had been circulated among the people.

The population of the district was 2,54,486, and the number of pupils in all the schools 230; the proportion of males under instruction to those of a school-going age was consequently 1.08 per cent.

AJMERE.

167.—The following particulars have been gathered from the Report on this district in addition to those exhibited in the prefixed tables.

Thirteen Persian and twenty Hindee schools were found in the cities of Ajmere and Shahpoora; of the remainder, 2 villages contained each 3 Schools, 1 village had 2 and 15 had one each. Of the Persian teachers all were Mahomedans; of those of Hindee 19 were Brahmins, and 13 of a class called Juttee. One of the Brahmin teachers was a woman. Few of the Hindee Schools were of recent origin, and, although Ajmere is situated in the very centre of Rajpootana, the Persian Schools had not one and the Hindee Schools but very few scholars of the Rajpoot caste. This confirms the conclusion to which we are led by the paucity of Rajpoot scholars in other districts, that Rajpoots as a class care little for intellectual improvement.

BHUTTEEANA.

168.—The returns from this district were dated so far back as 1845, and no subsequent information had been supplied.

The following particulars were gathered from them. The whole district possessed 23 Schools, of which 1 for Persian and 2 for Hindee were found in the town of Sirsa; in 8 of these Persian was taught; in 11 the Koran alone was read; in 2 instruction in Hindee Arithmetic was given; and in 2 others the Grunth or Seikh sacred writings was studied. Of the Persian teachers all were Mahomedans, of the Hindee 1 was a Brahmin, 1 a Juttee, and 2 Nanuk Shahee Fuqeers. The Persian works said to have been perused in three of these schools were numerous. This may be accounted for by the fact that books in Native Schools are read generally according to the inclinations of the pupils, not agreeably to any system laid down by the teachers.

DEHRA DOON.

169.—One Persian 1 Hindee and 1 Regimental school formed the sum total of the media of instruction in this district; none of these schools were characterized by any remarkable feature, and consequently Mr. Ross found no materials for furnishing a report of the kind desired by Government.

The Persian teacher was a Mahomedan, and the Hindee a Brahmin. These received Rs. 12 and 10 respectively. Of the pupils 3 in the Hindee School read Sanscrit; the 4 in the column of miscellaneous castes were Nanuk Shahee Fuqeers. The course of instruction was not high, and Persian was studied only with the object of obtaining Government employment.

The Oordoo series of books supplied by Government was expected to prove useful to the Putwaries.

KUMAON.

170.—The Report and returns of this district were furnished in Hindee by Mr. J. H. Batten, Senior Assistant Commissioner and forwarded by Mr. G. T. Lushington the Commissioner. The prefixed tables contain all that could be gathered from them.

In forwarding the papers the Commissioner observed that though the Reports were tolerably correct as regarded the number and names of professional school masters, they did not give a correct impression of the state of Education in the district, as private instruction prevailed to some extent among the Brahmin, Rajpoot, Bunnyah, and Khusya classes, of which no notice had been taken in the statements submitted.

GHURWAL.

171.—The Tehseeldar's Report on the Educational Statistics of this district was submitted by the Senior Assistant Commissioner Mr. H. Ramsay through the Commissioner.

The Tehseeldar had had no opportunity of visiting any of the villages, but founded his report on information obtained from the Canoongoes and others. The report referred chiefly to Sanscrit Schools, and professional Masters; but the large proportion of persons able to read and write shewed that though the number of masters and schools might be small, the means of acquiring knowledge were abundant. We may hence conclude that domestic instruction is general throughout Ghurwal.

The information given by the Tehseeldar was however so indefinite as not to admit of being thrown into the Tabular Statements.

APPENDIX.

APPENDIX.

The enquiries reported in the preceding memoir have led to the adoption of measures for promoting the education of the natives throughout the country. These measures have been introduced experimentally into eight districts of the North Western Provinces since February 9th 1850, and their object and tendency will be best understood by a reference to the following correspondence, which has passed on the subject.

No. 1089 of 1846.

From J. THORNTON, *Esq. Secretary to the Government, N. W. P.*
To F. CURRIE, *Esq. Secretary to the Government of India, with the Governor General, Home Department.*

Dated Head Quarters, the 18th November, 1846.

Genl. Dept.

SIR,—I am desired to request that you will submit for the approval of the Right Honorable the Govenor General the annexed plan for the foundation of village schools throughout these provinces.*

* The Scheme proposed in the following letter, as well as the enquiries, the result of which has been given in the preceding memoir, were suggested by the reports on the state of education in Bengal and Behar, compiled by Mr. Adams in 1835-8.

The views of the Honorable Court of Directors on the peculiar features of Mr. Adams' proposal, are explained in the following Paragraph of their letter No. 3, dated Feb. 23rd, 1842.

"Mr. Adams expresses his opinion that existing native institutions are the fittest means to be employed for raising and improving the character of the people, and that to employ those institutions for such a purpose is the simplest, the safest, the most popular, the most economical, and the most effectual plan for giving that stimulus to the native mind, which it needs on the subject of education, and for eliciting the exertions of the natives themselves for their own improvement, without which all other means must be unavailing. Government should do nothing to supersede those exertions, but should rather endeavour to supply the means for making them more effectual. In this principle we most fully concur."

2. The grounds upon which the Lieutenant Governor has been induced to recommend the adoption of this measure are the following.

3. Landed property in these provinces is found to be very minutely subdivided, and the existing rights in the land are of many different kinds.

4. In prosecution of its duty the Government has made great exertions to protect these rights by defining their nature and extent, and by devising a system for their complete registration.

5. The efficiency of this system depends on the ability of the people to comprehend it, and to take precautions that whatever affects themselves is accurately shown in the Registers. For this purpose it is necessary that they should be able to read and write and should understand the elementary rules of arithmetic.

6. Statistical enquiries, which have now extended over a great part of the country, show that the people are extremely ignorant and that existing provisions for the education of the rising generation are very defective. On an average less than 5 per cent. of the youth, who are of an age to attend schools, obtain any instruction, and that instruction, which they do receive, is of a very imperfect kind.

7. The people are at the same time poor and unable to support school-masters by their own unaided efforts. It therefore becomes the duty of the Government to give them such assistance as may be best calculated to draw forth their own exertions.

8. The proposed scheme contemplates the endowment of a School in every village of a certain size, the Government giving up its revenue from the land, which constitutes the endowment, on assurance that the zemindars have appropriated the land for the purpose of maintaining a school-master.

9. This system is most in consonance with the customs and feelings of the people. The school-master will become a recognized village servant, elected and supported in a manner consonant with the usage of the village community.

10. An endowment in land is preferable to a money payment, because it gives greater respectability of station than a pecuniary stipend much exceeding the rent of the land, and because it connects the school-master with the community in a way which renders his services more acceptable to them than if he were the paid servant of the Government.

11. A jagheer of from 5 to 10 acres of land will give a rental varying from 20 to 40 rupees per annum. This is in itself small, but for the jagheer of a village servant it is handsome. In 47* villages of one pergunnah of zillah Agra the average holding of each proprietor is less than 15 acres, and on this they have to pay the Government assessment. Besides this, it is not desired that the endowment should constitute the sole means of support for the village school-master.* He will still receive presents and fees in money, food and clothes, as is now usual, even if he do not receive a regular fixed payment from some of his scholars. All the statistical returns of the emoluments of school-masters show that their present emoluments are very small, so much so that the addition of an endowment of 5 acres would place them in a state of comparative wealth.

12. It is not probable that endowments will be made on the proposed plan to the full extent for many years, but it may be well to enquire what is the utmost amount which the measure may finally subtract from the income of the state.

13. The number of mowzahs or villages in the Regulation Provinces is 79,033, and of these it appears from an average of several districts that 18,000 contain 100 houses and upward. The average jumma of land proposed to be thus alienated from the rent roll is 2 rupees, so that, supposing a school established in every village of the size specified, the revenue of the state would be diminished to the amount of 1,80,000 rupees, if the endowment were of the minimum size of 5 acres, and of 3,60,000 if of the maximum size of acres. The proportions which these sums respectively bear to a total land revenue of four crores of rupees are seven annas and fourteen annas per cent.

14. The number of villages containing not less than 200 houses is about 5,440, and if endowments were only given in villages of that size the maximum contribution of the state

* See Mr. Mansel's printed Settlement Report, page 37, para. 36.

would be reduced to a sum varying from 54,400 to 1,08,800, or from about 2 annas to about 4¼ annas per cent. on the whole land revenue.

15. The number of boys of an age requiring school education in a village with 100 houses is on an average about 40, which is not larger than one man can properly teach. It is this consideration which led to the assumption of that sized village as the minimum in which Government would endow a school.

16. Although the possible maximum limit of the proposed endowment may seem large, yet (even supposing the whole to be demanded) it will never be felt. The rent-roll is believed to be annually increased in a much larger amount than this from causes constantly in operation; and if the effect of the measure be, as anticipated, to render property in land more secure and valuable than it would otherwise be, the cost to the state will be amply repaid.

17. It is the standing reproach of the British Government that whilst it continually resumes the endowments of former Sovereigns, it abstains from making any, even for those purposes which it considers most laudable. The present measure will in some degree remove this reproach, and that in a manner most acceptable to the people at large.

18. As however the measure does involve the sacrifice of some portion of the revenues of the state, it is necessary that it should receive the sanction of the Supreme Government, and for that purpose it is submitted for the approval of the Right Hon'ble the Govenor-General.

I have &c.

(Signed.) J. THORNTON,
Secy. to Govt. N. W. P.

Head Quarters, the 18*th November*, 1846.

Scheme for founding Village Schools.

1. Whenever the Zemindars and majority of the respectable inhabitants in any mouzah which contains ——— houses shall wish to establish a school in their village, and permanently to endow it with a jagheer for the schoolmaster, containing not

less than 5 acres of land, they shall state their wishes in a written representation to the Collector of the district, and shall specify the lands which they wish to set apart as an endowment.

2. The Collector on receiving this application shall satisfy himself of the sincerity of the desire on the part of the applicants, and of the reality of the proposed endowment, and shall then recommend to Government through the usual channel the remission of the public demand on the lands so appropriated, calculated* in the mode specified in para. 29, Circular Order of Sudder Board of Revenue No. IV.

3. The nomination of a school-master shall rest with the Zemindars and principal residents of the mouzah, but no person shall be appointed school-master unless he fully understand and is able to explain and give instruction in Ram Surrun Doss' four elementary books, both Oordoo and Hindi. The Collector shall satisfy himself of the extent of these acquirements before he sanctions the appointment.

4. The Collector, or his Deputy, or Assistant, or any other person specially appointed by the Government for the purpose by public Notification in the Gazette, shall be empowered to visit these schools, and to ascertain that the endowment is faithfully appropriated to the support of the school-master, and that the school-master so appointed continues in the active and efficient discharge of his duties.

5. If the visitor consider the school-master to have become inefficient or neglectful of his duties, he shall call on the Zemindars and other respectable residents to discharge him, and to nominate another qualified person. If the villagers will not accede to this requisition he shall be competent, with the concurrence of the Commissioner, to resume the land for Government, and to levy from the village the amount of the original assessment.

(Signed.) J. THORNTON,
Secy. to Govt. N. W. P.

* At the average rate of the Government Jumma and 10 per cent. additional.

Extract from a Dispatch from the Hon'ble the Court of Directors in the Public Department No. 20, of 1847, dated the 25th August.

Proposed establishment of village schools in the N. W. Provinces.

9. The plan proposed by the Lieutenant Governor of the North Western Provinces, which is supported by the recommendation of the Governor-General, is the endowment of a school for instruction in the Vernacular language, through the medium of elementary books prepared for the purpose, on every village of a sufficient extent. The endowment to consist of the relinquishment of the Government demand of revenue on a given extent of land, on assurance that the Zemindars appropriate the land to the maintenance of a school. The amount of the grant is computed at from 5 to 10 acres, which would yield an annual income to the proprietor of from 20 to 40 Rupees a year. This, though small, is considered to be sufficient, as in many villages the holding of each Proprietor is less than 15 acres, from which he has to pay the Government revenue. The school-master is also to be permitted to receive the fees, which it has hitherto been customary for the scholars to pay him.

10. It appears that in the Regulation Provinces under consideration there are 79,033 villages. Of these 18,000 contain 100 houses and upwards, and 5,440 contain 200 houses and upwards. The jumma is rated at 2 rupees per acre, and the amount of the revenue proposed to be alienated, supposing the endowment to be restricted to the larger villages, would be therefore from Rs. 54,400 to Rs. 1,08,800 per annum. If extended to the smaller villages, it would be from Rs. 1,80,000 to Rs. 3,60,000, according as the endowment should include 5 or 10 acres. The smaller sum would be from 2 to 4 annas per 100 rupees on the revenue of the province (four crores of rupees); the larger sum would be from 7 to 14 annas per 100 rupees. The amount of this alienation, in the opinion of the Lieutenant Governor, will not be felt, and will be more than replaced by the annual increase of the rent roll from causes constantly in operation, and strengthened as those causes would be by the extension of useful information among the agricultural population.

11. The advantages of this plan over a money grant to the school-master are represented to be its harmonizing with the feelings and practices of the people, its conferring upon the school-master a higher degree of respectability and influence, its connecting him with the community in a way, likely to render his services more acceptable to them, and its tendency to efface the reproach, to which the British Government is exposed, of continually resuming the endowments of former Sovereigns without making any itself, even for purposes which it considers most laudable.

12. The necessity for giving some powerful impulse to elementary education in the North Western Provinces is sufficiently manifest from the circumstances stated in Mr. Thornton's letter of the 18th November 1846. It is undoubtedly most desirable that the numerous small land-holders, who are responsible to Government for the public revenue, should, by possessing the qualifications of reading and writing with some knowledge of arithmetic and mensuration, be enabled to verify the entries in the village accounts, and to comprehend the extent of their several liabilities. These qualifications are, however, at present possessed but by few, and are not likely to become much more extensive as long as "on an average less than 5 per cent. of the youths, who are of an age to attend schools, obtain any instruction, and that instruction, which they do receive, is of a very imperfect kind." Under these circumstances, we are prepared to sanction the adoption of some more comprehensive plan of extending and improving the means of popular instruction throughout the country subject to the authority of the Government of Agra.

13. We are not satisfied, however of the expediency of the particular plan proposed by the Lieutenant Governor of the N. W. Provinces. It has, no doubt, the advantages ascribed to it, and is apparently the most economical arrangement for effecting the object proposed. Endowments of land are, however, open to obvious objection. They have an inherent tendency to assume the character of permanent and hereditary property independent of any reference to the tenure by which they were originally held. An actual occupant, even should he prove inefficient, would think himself deprived of a right if he was

removed, and a son would claim to succeed to his father, whether he were competent or not to discharge similar duties. The evil would be aggravated by the extreme difficulty of exercising a vigilant control over such numerous establishments, and in one or two generations it might happen that the alienation of revenue would be of little avail in securing the education of the people. A money payment cannot be so perverted: it is given for a definite duty, and when that duty is negligently or inadequately discharged it is easily withdrawn, or transferred to a more competent individual. We are disposed to prefer therefore the grant of a monthly stipend to such school-masters as may be appointed to the larger villages, or to those, if properly qualified, who may be already employed in them, making them responsible to the local Government through the constituted authorities for the proper discharge of their duties. We shall be prepared to give our favourable consideration to any measure which may be suggested upon these views.

No. 507 of 1848.

From J. THORNTON, *Esq. Secretary to Government, N. W. P.*
To G. A. BUSHBY, *Esq. Secretary to Government of India, Home Department, Fort William.*

Dated Agra, the 19th April, 1848.

SIR,—I am desired to acknowledge the receipt of Mr. Under Secretary Edwards's letter dated October 25th last, forwarding an Extract (paras. 9-13) from the Hon'ble Court's despatch No. 20, dated August 25th 1847, which contains their sentiments on the proposal for the formation of village schools, set forth in my letter, No. 1089 of November 18th, 1846.

2. The Hon'ble Court recognize "the necessity for giving some powerful impulse to elementary education in the North Western Provinces," and are "prepared to sanction the adoption of some more comprehensive plan of extending and improving the means of popular instruction throughout the country."

3. This cordial admission of the basis on which the whole proposal rests is most gratifying, and with reference to it the Lieutenant Governor would only remark that all the information he has since received fully corroborates the opinion before

expressed. This information in great part will be found in the appendices to the Education Reports of 1845-46 and 1846-47 (the latter of which is on the point of issuing from the Press), and it is the intention of His Honor shortly to have the whole embodied in a separate memoir, which will be translated into the vernacular languages and printed and published.

4. Subsequent experience has also confirmed the Lieutenant Governor in his opinion, that those features of our present revenue system which affect the registration of all landed property afford the proper means by which the mass of the people may be roused to a sense of the importance of sound elementary instruction. If the people at large continue as ignorant as they now are, the system cannot work out for them all the advantages it is calculated to produce. These advantages are so palpable to their minds, that when rightly apprehended they form the strongest incentive to any exertion, which will ensure their attainment.

5. Already much has been done, especially in particular districts and by certain officers. The system is becoming nationalized. The best proof of this may be found in the great demand for Ram Surrun Doss' four elementary treatises. Of some numbers of these treatises the first lithographed edition of 1500 copies and the second printed edition of 10,000 copies have been already exhausted, and a third edition of 10,000 copies is now in the press. Almost all these books have been sold at the cost price. Gratuitous distribution has been discouraged to the utmost.

6. The fear now is that the village and district officers will be so far ahead of the mass of the people, as the more to expose the latter to injury from dishonesty and intrigue. The first efforts of the Collectors have of course been to instruct thoroughly their own Omlahs, the Canoongoes and the village Putwarrees. But it has hence become the more incumbent upon the Government to call into operation some agency whereby the people also may be enabled to secure for themselves the necessary extent of information, and thus to preserve their interests from the peril to which they will be exposed by dishonest registration.

7. Acting under this conviction the Lieutenant Governor

proposed the scheme contained in my letter of November 18th, 1846. Compared with the effect it might have produced, it was very cheap. It was in conformity with the habits and feelings of the people and involved no payment from the public treasury, and was therefore simple in its operations and required comparatively little check and supervision. If it had been sanctioned it would have been in the power of the local Government by a brief notification to have drawn immediate attention to the subject all over the country, and at once to have every where set in motion a machinery, which might have been improved and matured as opportunity favored.

8. Whilst however the Hon'ble Court admit "the advantages ascribed to this scheme," they consider some of its features "open to obvious objections," and they "are not satisfied of its expediency," and further they "are disposed to prefer the grant of a monthly stipend to such school-masters as may be appointed to the large villages, or those, if properly qualified, who may be already employed in them, making them responsible to the local Government through the constituted authorities for the proper discharge of their duties." The Lieutenant Governor is too thankful for the liberality of these concessions to lay any stress on the rejection of his particular scheme. He has set himself with earnestness to devise a plan which shall meet the Hon'ble Court's wishes. The best mode of accomplishing this object has been the subject of frequent discussion with all the public Officers, with whom he came into communication in the course of the tour which he has made since the receipt of the letter under acknowledgment. The result will be found embodied in the scheme separately appended to this letter. The considerations on which the scheme rests will now be explained.

9. The objections to money payments to village schoolmasters are these.

First.—They must consist of many petty payments, the faithful disbursement of which in remote parts of the district it will be difficult to ensure.

Secondly.—They lead the school-master to look exclusively to the Government and to neglect the conciliation of the people. The school-masters are considered the servants of the Govern-

ment, and not of the people, and are therefore viewed with less of cordiality and more of distrust, than if they were remunerated by an endowment of land.

Thirdly.—There will always be danger lest the actual appointment of a village school-master or his apprehended introduction into a village without the wish of the people will discourage others from coming forward to meet the voluntary exertions of the people. The Government schools may sometimes supersede and discourage the natural efforts of the people to supply their own wants.

10. These considerations disincline the Lieutenant Governor to recommend the general introduction into the villages of school-masters regularly paid by the Government. He is hopeless of preventing extensive embezzlement except by a controlling agency disproportionately expensive, and he is reluctant to check the efforts which are now put forth, inconsiderable though they may be, by the people themselves for the education of their children.

11. The scheme therefore only contemplates the establishment of one Government school, and that as it were a model school, in each tehseeldaree, and provides a powerful agency for visiting all the Indigenous schools, for furnishing the people and the teachers with advice assistance and encouragement, and for rewarding those school-masters who may be found the most deserving. In the latter provision may probably be found the means hereafter for affording a certain remuneration to the successful village teachers. A certain payment for all pupils, who regularly attend, or who reach a certain standard, may be hereafter promised, but it would not be expedient definitely to fix this point in the present stage of the proceeding.

12. The following is an estimate of the expense which will be involved in the introduction of this system in the 31 districts which form the old acquired territory of these provinces,—

1	Zillah visitor..... Rs.	150
*3	Pergunnah visitors @ 30	90
*6	Tehseeldaree school-masters @ 15..	90
	Total per mensem for each district	330

* There are on an average about 6 tehseeldarees to every district.

Or per annum.....	3,960
Add for rewards.....	540
Total for each district.....	4,500
Total for 31 districts.....	1,39,500
Add 26 district schools where there are no Colleges @ 2,400 per annum each.....	62,400
Company's Rupees	2,01,900

But this is the total, which is to be eventually reached, when the scheme is complete. The scheme is not at present sufficiently matured to admit of its general introduction, nor can the fitting agents be at once found. All that the Lieutenant Governor at present asks is the power to introduce it into eight districts, which he may select. This will involve an expense not exceeding 36,000 rupees per annum. The actual sum expended for promoting vernacular education on this scheme in the 8 districts should be charged in each month, within the above limit, which will not be reached for some time.

13. But it is evident that this scheme will depend for its efficiency upon the activity and the discretion with which it is superintended. There must be some officer who will visit the interior of the several districts, will be himself in constant communication with all the Zillah and Pergunnah visitors, and will combine the operations in the different zillahs, and see that the whole are carried on consistently and vigorously. The Government itself cannot do this, nor can the local officers, for they act separately each in his own district, where many other more important operations constantly occupy their attention. There must be a separate supervising officer in order to ensure proper care, and that officer must at first at least be a Civilian of talent and experience, because the success of the scheme depends on the possession of a good acquaintance with the land revenue system, and upon that influence which a Civilian always carries with him in this country. The salary should be 1,000 rupees per mensem and travelling allowance at the rate of 8 annas per mile, which would perhaps be equivalent to another 100 rupees per mensem and would make the total annual ex-

pense 13,200 rupees. The limit then of the expenditure now proposed would be,

For the districts, ...	36,000
For the Visitor General, ...	13,200
Total, ...	49,200

14. The Lieutenant Governor desires me to add that in anticipation of the Court's sanction, he has already incurred some expense in measures of this nature in the immediate neighbourhood of the Colleges of Benares Agra and Bareilly, and in communication with the Local Committees in those districts. Although these operations have been on a more limited scale than are proposed in this letter, they yet have intrenched very considerably on the limited funds at his disposal for the purposes of education in these provinces, so far indeed as to exceed the stated monthly income. If his views as now set forth meet the approval of the Right Hon'ble the Governor General in Council, he hopes that authority may be granted for relieving the education fund from all charges on this head during the current official year of 1847-48.

15. As regards moreover the proposal for the appointment of a Visitor General, it is hoped that in the event of this involving a reference to the Hon'ble Court of Directors for sanction, the Lieutenant Governor may be allowed at present to appoint an officer to officiate in that capacity with the proposed travelling allowance, leaving his ultimate appointment to depend on the Hon'ble Court's determination.

16. The proposals then to which the approval of the Right Hon'ble the Governor General in Council is now solicited are these :

First. Sanction to an expenditure not exceeding 36,000 rupees per annum, for the promotion of the proposed plan of vernacular education in 8 districts.

Second. Permission to charge to the general finances the sums which have been already expended during the current year for this purpose from the Education fund.

Third. Authority to appoint a Civilian to be Visitor General of Government schools, either permanently on a salary of

1000 per mensem, and travelling allowances at 8 annas a mile, or temporarily on a deputation allowance corresponding with that amount of fixed salary.

I have, &c.

(Signed.) J. THORNTON,
Secy. to Govt. N. W. P.

Agra, the 19th April, 1848.

Scheme for promoting vernacular education in the North Western Provinces.

1. The establishment for each district shall be,

1 Zillah visitor with a salary of from 100 to 200 rupees per mensem.

1 Pergunnah Visitor for every 2 tehseeldarees, each receiving from 30 to 40 rupees per mensem.

1 School-master in each tehseeldaree receiving from 10 to 20 rupees per mensem.

2. The Zillah visitors should be conversant with the Hindee and Oordoo languages, so as to be able to read and write them with ease, and to be familiar with the books ordinarily read in them. He should also be acquainted with either Persian or Sanscrit. He should understand the mode in which a settlement misl is compiled, as also Putwarees' accounts, and arithmetic, and land mensuration, as practised by the natives.

3. The Pergunnah visitors and school-masters must know Oordoo and Hindee and be familiar with Ram Surrun Doss' four books, as also with the usual elementary books in those languages.

4. The school-masters shall be entitled to receive from their scholars the usual fees paid in the district, over and above the money allowance from the Government.

5. The school-masters and the Pergunnah visitors shall be chosen as much as possible from persons resident in the neighbourhood. Those who have local influence and a well established reputation should be prefered.

6. The Pergunnah visitors should visit at least twice in the year all the principal villages in their district, and especially every one in which there may be schools. They should try to

induce the people to establish schools and should examine those schools which exist, and ascertain the qualifications of the teachers, and the progress of the pupils, reporting upon them to the Zillah visitor. They should also instruct the village teachers in the best mode of teaching, and they should assist them to procure books and other materials for their schools.

7. The Zillah visitor should inspect every considerable school at least once in the year. He will receive the reports of the Pergunnah visitors, and assist them. He will superintend the tehseeldaree school-masters and will see that they perform their duty.

8. The sum of about 500 rupees in each year shall be at the disposal of the Zillah visitor to give in rewards to the most deserving of the village teachers.

9. No village teacher will be compelled to receive the visits of either the Pergunnah or Zillah visitor, contrary to his wish, but where these visits are declined the visitor will ascertain the circumstances of the school from such source of information as are open to him, and will mention them in his report. No village teacher who declines the aid of the visitor will receive any reward.

10. It will be the duty of Zillah and Pergunnah visitors to conduct themselves with the greatest courtesy and conciliation both to the people at large and to the village teachers. They will carefully avoid any thing which may offend the prejudices, or be unnecessarily distasteful to the feelings of those with whom they may have communication. Their duty will be to persuade, encourage, assist, and reward, and to that duty they will confine themselves.

11. The Zillah visitor will be agent for the sale of school books, of which he will receive supplies from the Curator of school books at Agra. He will be responsible for the safe custody of the books and the realization of the price, and he will receive a commission of 10 per cent. on all the sales which he may effect.

12. The Zillah visitor will report annually on the state of education in the Zillah to which he is appointed, giving the several particulars which are required in the tables regarding the statistics of education furnished to the Government, and

noting all facts that may come to his knowledge, which throw light on the progress of education among the people.

13. When education has sufficiently advanced in any district to afford hope that a Zillah school at the Sudder station will be prized, and will prove beneficial, a grant not exceeding 200 rupees per mensem will be made to aid in the establishment of such a school; but fees will be demanded from all scholars who may attend it.

(Signed.) J. THORNTON,
Secy. to Govt. N. W. P.

Public Department.
No. 14 of 1849.
Our Governor General of India in Council.

Para. 1. We now reply to your letters dated 2nd September, No. 47, 1848, and the 7th October, No. 50, 1848.

2. The first of these dispatches relates to the plan proposed by the Lieutenant Governor of the North Western Provinces in conformity with the opinion expressed in our Public Letter of the 25th August, No. 20, 1847, for promoting the education of the agricultural classes of the people in reading and writing, with some knowledge of arithmetic and mensuration.

Letter from Secy. to Govt. N. W. P. to the Secy. to the Govt. of India, Home Department, 19th April, 1848, para. 16.

3. The arrangement now proposed by the Lieutenant Governor contemplates the establishment of one Government school in each tehseel to serve as a model to the native village school-masters, and the institution of an agency for visiting the village schools, and assisting and advising the native school-masters and rewarding the most deserving. The establishment he suggests for these purposes in each district consists of

1 Zillah visitor at per month	150
3 Pergunnah visitors @ 30	90
6 Tehseeldaree school-masters at 15	90
Monthly establishment	330
Or per annum..	3,960
Add for rewards	540
Total for each district.....	4,500

There are 31 districts in the North Western Provinces, but the Lieutenant Governor proposes in the first instance to limit the plan to eight districts, making a total annual charge of 36,000 rupees. To these arrangements you recommend that our sanction should be granted. To this we give our assent.

4. The appointment of a Civil Servant to act as Visitor General, proposed by the Lieutenant Governor of the North Western Provinces, you have hesitated to recommend. We are disposed to admit the necessity of properly qualified superintendence to give regularity and consistency to the whole, and we should prefer, in the first instance at least, a well qualified Civil Servant being appointed temporarily on an adequate deputation allowance. Should it however, be found that the services of a Civilian of talent and experience cannot be obtained on such remuneration as it might be advisable to grant for this purpose, we leave it to your discretion to select a Visitor Inspector General from any other class of our servants on a moderate allowance.

5. Provided, therefore, the expenditure be kept within the limit stated, which in round numbers may be called 50,000 rupees per annum, we are willing thus to sanction the proposition of the Lieutenant Governor.

We are, &c.

(Signed) A. GALLOWAY.
JOHN SHEPHERD.
C. MILLS.
R. CAMPBELL.
RUSSELL ELLICE.
ROSS D. MANGLES.
J. W. HOGG.
W. J. EASTWICK.
J. MASTERMAN.
J. CAULFIELD.
F. WARDEN.
HENRY WILLOCK.
H. ALEXANDER.
JOHN C. WHITEMAN.

London, 3rd October, 1849.

No. 149 A. of 1850.

Head Quarters, General Department, the 9th February, 1850.

RESOLUTION.

1. Enquiries, which have been lately instituted in order to ascertain the state of education throughout these provinces, show that the greatest ignorance prevails amongst the people, and that there are no adequate means at work for affording them instruction. The means of learning are scanty and the instruction which is given is of the rudest and least practical character.

2. The present scheme contemplates the employment of an agency, which shall rouse the people to a sense of the evils resulting from ignorance, which shall stimulate them to exertions on their own part to remove this ignorance, which shall furnish them with qualified teachers and appropriate books, and which shall afford rewards and encouragement to the most deserving teachers and pupils.

3. The means of effecting this object will be sought in that feature of the existing Revenue system, which provides for the annual registration of all landed property throughout the country.

4. It is well known that the land is minutely divided amongst the people. There are few of the agricultural classes, who are not possessed of some rights of property in the soil. In order to explain and protect these rights, a system of registration has been devised, which is based on the survey made at the time of settlement, and which annually shows the state of the property. It is necessary for the correctness of this register, that those, whose rights it records, should be able to consult it and to ascertain the nature of the entries affecting themselves. This involves a knowledge of reading and writing, of the simple rules of arithmetic, and of land measurement.

5. The means are thus afforded for setting before the people the practical bearing of learning on the safety of those rights in land, which they most highly prize; and it is hoped that when the powers of the mind have once been excited into action, the pupils may often be induced to advance further, and to persevere till they reach a higher state of intellectual cultivation.

6. The agency by which it is hoped to effect this purpose will be thus constituted.

7. There will be a Government village school at the head-quarters of every Tehseeldar. In every two or more tehseeldarees, there will be a Pergunnah visitor. Over these a Zillah visitor in each district, and over all a Visitor General for the whole of the provinces.

8. The Government village school at each tehseeldaree will be conducted by a school-master, who will receive from Government a salary of from 10 to 20 rupees per mensem, besides such fees as he may collect from his scholars. The course of instruction in this school will consist of reading and writing the vernacular languages, both Oordoo and Hindee, Accounts and the Mensuration of land according to the native system. To these will be added such instruction in Geography, History, Geometry or other general subjects, conveyed through the medium of the vernacular language, as the people may be willing to receive. Care will be taken to prevent these schools from becoming rivals of the indigenous schools maintained by the natives themselves. This will be effected by making the terms of admission higher than are usually demanded in village schools, and by allowing free admissions only on recommendations given by village school-masters, who may be on the visitors' lists.

9. The Pergunnah visitors will receive salaries varying from 20 to 40 rupees a month. It will be their duty to visit all the towns and principal villages in their jurisdictions, and to ascertain what means of instruction are available to the people. Where there is no village school, they will explain to the people the advantages that would result from the institution of a school; they will offer their assistance in finding a qualified teacher and in providing books, &c. Where schools are found in existence, they will ascertain the nature of the instruction and the number of scholars, and they will offer their assistance to the person conducting the school. If this offer is accepted, the school will be entered on their lists, the boys will be examined and the more advanced scholars noted, improvements in the course or mode of instruction will be recommended, and such books as may be required will be procured. Prizes will

be proposed for the most deserving of the teachers or scholars, and the power of granting free admissions to the tehseeldaree school be accorded.

10. The Zillah visitor will draw a salary between 100 and 200 Rs. a month. He will superintend the Pergunnah visitors and the tehseeldaree schools. He will see that the former perform their duty, he will test the accuracy of their reports, and decide on the bestowal of the prizes, which they may recommend. The sum of 500 Rupees per annum will be at the disposal of the Zillah visitor to give as rewards within the District. He will pay particular attention to the tehseeldaree schools, holding periodical examinations, and reporting on the conduct of the masters, and the progress and qualifications of the pupils. It will be his duty also to furnish an annual report on the state of education in the district, and in the compilation of this he will carefully test the statistical data, which may be afforded him by the Pergunnah visitors. This report will include all schools, both those on his lists and those which are not, and he will describe the course of education followed in each class of schools. He will also ascertain as far as he may be able the extent and nature of the private instruction given to those of the upper classes, who do not attend schools. He will be the agent for the distribution and sale of school books, and will receive a commission of 10 per cent. on all such sales, which he may effect.

11. It will be the duty of the Visitor General to supply the subordinate Agency, and to superintend the working of the whole. He will correspond direct with the Government, and will furnish an Annual Report on the state of education in the several districts under his charge, as soon as may be practicable after the 1st of May of each year.

12. It will be observed that this scheme contemplates drawing forth the energies of the people for their own improvement, rather than actually supplying to them the means of instruction at the cost of the Government. Persuasion assistance and encouragement are the means to be principally employed. The greatest consideration is to be shown for the feelings and prejudices of the people, and no interference is ever to be exercised, where it is not desired by those who conduct the insti-

tution. The success of the scheme will chiefly appear in the number and character of the indigenous schools, which may be established. The poor may be persuaded to combine for the support of a teacher; the rich may be encouraged to support schools for their poorer neighbours, and all the schools that are established may be assisted improved and brought forward.

13. These operations must be conducted in concert with the Revenue Authorities, and must obtain their cordial assistance. The agency which is now called into action may be made most valuable in ensuring the proper training of putwarrees, and in ascertaining the qualifications of candidates or nominees for that office. Certificates of qualification from some of the persons employed in the department may be made necessary for advancement to the post of village putwarree, and also to many other appointments, such as those of peon chupprassee or burkundauze, as well as to those higher offices, where literary attainments are more evidently essential.

14. It will remain for consideration hereafter whether Zillah schools can be advantageously established, where a higher course of education may be given. For the present it is sufficient to determine that the Visitor General shall have the power of granting free admissions to the Government Colleges to a certain number of the most promising amongst the youth, who come under his notice.

Bareilly,
Shahjehanpore,
Agra,
Muttra,
Mynpoorie,
Allygurh,
Furruckabad,
Etawah.

15. Operations in the spirit of this scheme have already been partially commenced in the districts of Bareilly, Agra, Muttra, Mynpoorie and Benares. The sanction of the Hon'ble Court at present authorizes the introduction of the system into eight districts. The Zillahs noted in the margin have been selected for the purpose. It is necessary for the present to exclude Benares from the scheme in consequence of its distance from the other districts.

By order of the Hon'ble the Lieutenant Governor of the North Western Provinces.

(Signed) J. THORNTON,
Secy. to Govt. N. W. P.